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ABSTRACT

The Richmond City Public Schools--Virginia Commonwealth University (VCU) Collaborative Teacher Education Program (CoTEEP) is a collaborative integration of preservice and inservice teacher education. Phase III of this program (1984-85) planned, developed, and began implementation of collaboration in preservice teacher education, determination of generic knowledge and educational beliefs objectives for preservice teachers, and establishment of university and school cores of teacher educators. It also continued the prior collaboration of planning and inservice education. This study presents the findings related to the VCU generic elementary education program prior to the project; collaboration in planning, evaluation and inservice education; the characteristics of entering preservice candidates, and the collaborative generic preservice objectives for elementary education majors' knowledge and educational beliefs. (JD)

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EVALUATION OF A COLLABORATIVE TEACHER EDUCATION PROGRAM:* PLANNING, DEVELOPMENT AND IMPLEMENTATION, PHASE III

*Richmond City Public Schools - Virginia Commonwealth University

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December, 1985

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Several committees were also involved in developing the evaluation design. The Evaluation Committee included Dr. B. Braxton, Dr. B. Sigmon, C. Fisher, and S. Redwine of Richmond City Public Schools. The university representatives were Dr. E. Zaret, Dr. M. Davis, and Dr. R. Rezba. The Evaluation Specialist, Dr. S. Schumacher, chaired the committee. The CoTEEP Planning Committee, composed of school and university personnel, devoted several meetings to the evaluation design. In addition, this report was reviewed by school and university personnel, although the Evaluation Specialist takes responsibility for the interpretation.

Finally, our word processor, Linda Davis, of the School of Education Word Processing Center, has consistently provided expert typing of long instruments, complex charts of data, and several drafts of this report.

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Sally Schumacher
Katie Esham
Dave Bauer

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CHAPTER 1: THE COLLABORATIVE PROGRAM AND EVALUATION DESIGN, PHASE III

The Richmond City Public Schools - Virginia Commonwealth University Collaborative Teacher Education Program (CoTEEP) is an innovative collaborative integration of preservice and inservice teacher education. The focus is the interactions between three groups: Virginia Commonwealth University (VCU) elementary education preservice candidates, university consultants in the Division of Teacher Education, and inservice teachers in six Richmond City Public Schools (RPS) elementary and middle project schools. Phase III extended the collaborative efforts of RPS and VCU from program components field-tested in Phase II to additional components in Phase III. Phase II (1983-84) field-tested two components: collaborative planning, i.e., the Planning Committee, and collaborative inservice teacher education, i.e., the workshop-seminar series (Schumacher, 1984). Phase III (1984-85) planned, developed and began implementation of collaboration in preservice teacher evaluation, determination of generic knowledge and educational beliefs objectives for preservice teachers, and establishment of university and school cores of teacher educators. Phase III also continued the prior collaboration of planning and inservice education. This study presents the findings related to the VCU generic elementary education program prior to the project; collaboration in planning, evaluation and inservice education; the characteristics of entering preservice candidates and the collaborative generic preservice objectives for elementary education majors' knowledge and educational beliefs.

Chapter 1 describes the concept of collaboration in teacher education literature and analyzes the innovative aspects of the project from this framework. This chapter also summarizes the VCU generic elementary education

program before collaboration and the evaluation questions and design for Phase III.

The Concept of Collaboration in Teacher Education Literature and the CoTEEP Project

The concept of collaboration, as are all concepts, is an illusive, abstract notion, which was first articulated during the era of federally funded Trainers of Teacher Trainers (TTT) projects. These projects implemented a number of innovations in teacher education: "teaching centers," "teaching cores," and cooperative planning and implementation. The primary purpose of TTT projects was to improve the competence of college-level professors who taught prospective teachers (Lanier, 1983). Most of these projects and subsequent typical preservice-inservice teacher education programs, however, functioned as cooperative efforts rather than collaborative efforts.

Collaboration in teacher education implies two institutions, a university and a school system, have different knowledge, resources, and expertise which are necessary to achieve a common goal: teacher effectiveness. The projected task is complex, i.e., providing a planned collaborative sequence of supervised preservice and inservice education. Collaboration contrasts to cooperation where one institution is viewed as having more knowledge, resources, or expertise and the second institution complies to its requests when feasible. Collaboration implies a mutual interdependence, which is collegial in nature, to produce a comprehensive program which differs from previous cooperative arrangements. Further, the resulting comprehensive program is viewed as more effective than prior attempts by either institution. Collaboration suggests that each institution is willing to make internal institutional changes to attain the common goal of teacher effectiveness. When one institution makes

changes in their internal operations through collaborative planning, the second institution jointly makes internal changes to facilitate implementation and thus achieve the common goal. A collaborative effort by different institutions is typically conducted in a climate of uncertainty and tension with a deductive approach to program development. Program development processes are ones of incremental decision-making rather than rationale, linear, or inductive decision-making (Schumacher, 1984). Because two institutions are involved in a collaborative organizational change rather than just one institution, the process takes longer.

Much has been written about cooperative teacher education, continuing education, inservice training, staff development, and adult learning. A review of the literature (Bowman, 1974; Center for Educational Research and Innovation, 1982; Day, 1981; Lanier, 1983; and Maeroff, 1983) suggests the following principles relevant for a collaborative teacher education project involving preservice teachers, inservice teachers, administrators, and university consultants:

1. Teacher preparation is the most important connection between schools and universities.

2. Preservice Education

   a. Beginning teachers judge induction programs by the yardstick of practical relevance.

   b. Preservice candidates need to acquire theoretical and applied knowledge at the university, test this knowledge in a particular school/class context, and return to the university to reflect and integrate theoretical, applied, and particularistic knowledge.

   c. Preservice education emphasizes knowledge, beliefs and instructional skills to enter a profession rather than just a specific classroom.

3. Inservice Education - Teachers

   a. Bolstering the morale of current teachers has its biggest effect in classrooms.

b. Continuing education improves performance and professional knowledge of the individual teacher and diffuses to the entire staff.

c. The most important feature of adult education is opportunities for participation in decisions about the design, implementation and evaluation of their program and creating conditions in which adult learners have opportunities to train themselves.

d. Teachers rarely have the skills necessary for supervising other adults. These skills must be developed.

e. Decisions about teaching should stem from reflection on the effects of prior actions.

4. School-based Education

a. School-focused training through a partnership should direct the program to meet identified needs of the school.

b. Classroom teachers are important in the development of school curriculum materials and the training of other teachers.

c. Initially, partnerships begin with problems perceived by the clients and thus involve the clients as active change agents.

5. Consultant Education - University Professors

a. Having a class of teachers forces professors to think about their own teaching methods.

b. Consultants need to be familar with both subject matter and strategies.

c. Inservice education should be as content specific as possible in view of improving the quality of teaching and learning.

d. Materials and activities need adaption to school and classroom realities.

e. Consultants should promote interventions based on the notion that the client is active in his own learning and able to be self-critical.

f. Universities seldom provide extrinsic rewards or compensate for the time and work necessary for school-based inservice education which differ from the typical criteria for promotion and renumeration.

6. Planning and Evaluation

   a. New school-university partnerships require preservice and inservice programs for teachers to be collaboratively developed, integrated, and evaluated.

   b. Partnerships imply the need to activate forces within the systems to evaluate the partnership.

   c. Since the adult learner is seen as an active causal agent in his own learning... the work must be collaborative with maximum flow of information between teacher and research or evaluator.

7. Reciprocity and Reflection in Differing Views of the Skills of Pedagogy Among Inservice Teachers and University Consultants (Lanier, 1983)

   a. University consultants view that the most important pedagogical skills are ones relating to the exercise of informed professional judgment and decision-making. Skills in professional teaching are, in fact, deciding when exceptions to general principles are necessary in particular situations. The exceptions, however, do not negate the general principles of teaching.

   b. Inservice teachers view the most important pedagogical skills as those relating to the performance of smoothly orchestrated routines and actions. When one is "in the trenches" and "on the firing line," one must be able to act efficiently, expeditiously, and effectively.

   c. University consultants work with probabilistic nature of humans and the requirements of professional activity (thinking and judging in light of prior knowledge and experience) in contrast to technical activity (doing what one is told or shown).

   d. Inservice teachers frequently imply university consultants should be experts and should be able to tell them what to do rather than suggest multiple alternatives.

The Collaborative Teacher Education Program is innovative in several aspects of teacher education:

1. CoTEEP is collaboratively planned, developed, implemented and evaluated. Evaluation findings are continuously provided as feedback for planning and as summative yearly reports.

2. Preservice education programs are usually fragmented, lack curricular articulation, and terminate with completion of the baccularate degree. CoTEEP views teacher education as a developmental process from novice to master or career teacher (Davis and Zaret, 1984). CoTEEP intends to develop a coherent and internally consistent program for teacher candidates from field placements, to practica, to student teaching, to the completion of the first year teaching.
3. Inservice teachers and their school settings are recognized as having a major role in the preparation of teacher candidates. Thus, school administrators and faculties have a voice and choice in determining the direction and operation of the school-based activities for preservice teachers and of staff development activities as they relate to preservice and inservice education.
4. Inservice education, similar to preservice education, is viewed as a developmental process from beginning teacher to experienced teacher, to instructional leader, to master or career teacher (Thies-Sprinthall, 1984). Thus, the schools in which they perform as teacher educators and instructional leaders are continually in the process of changing and improving to meet the needs of students and society. School effectivness, similar to the concept of teacher effectiveness, in an open system is not a static state, but an ongoing process and goal.
5. CoTEEP intends to integrate preservice, inservice, and consultant (university professors) education in the common goal of teaching effectiveness for preservice, inservice, and university teachers.

VCU Generic Elementary Teacher Education Program

The VCU Elementary Education program produces graduates who serve as competent educational problem-solvers in learning environments for children. The preservice teacher should analyze the myriad skills, knowledge and abilities learned during their undergraduate program and choose those that are most appropriate for the learner. The teaching role is flexible and dynamic. The role changes based on the needs of the pupils, the school, and the community.

Goals and Objectives

Three goals exemplify the generic program for elementary education preservice teachers:

1. Integration of theory into practice.
2. Sequenced field placements leading to student teaching.
3. Continuous evaluative information from faculty and assistance to students in developing self-evaluation procedures.

The three goals interrelate as preservice teachers apply content from university-based courses to their clinical experiences. Preservice teachers are provided continuous evaluative feedback from faculty members, and are assisted in developing self-evaluation procedures in both campus classes and field placements. Throughout the program, resources are available to help preservice teachers remediate specific learning problems.

These goals provide directions for the delivery system that assists students in meeting the following ten program objectives for preservice teachers. Preservice candidates are to:

1. Acquire an understanding of the historical and social foundations of education.

2. Develop an understanding of the nature of the child's development and learning processes and be able to use this to analyze pupils' developmental growth.

3. Develop an understanding of the role of the teacher and the teaching process.

4. Develop an understanding of the nature of the school, its environmental settings and the systems that operate on and within the school and be able to create, organize and modify an educational environment to nurture pupils' learning.

5. Develop the ability to identify sources of curriculum and to use them in developing school programs.

6. Develop a repertoire of instructional methods and strategies that will help them translate content requirements into appropriate curricular activities to match learner needs.

7. Acquire an understanding of the scope, sequence, and purpose of appropriate content.

8. Acquire the ability to accurately use and teach the skill areas (i.e., reading, writing, and mathematics).

9. Develop an understanding of classroom management and the corresponding skills to successfully manage a learning environment.

10. Acquire an understanding of relevant issues that are currently affecting education, such as mainstreaming and multicultural awareness.

Process

The VCU Elementary Teacher Education Program for Early Education (NK-4) and Middle Education (4-8) is a sequential program with admission standards to teacher preparation, clinical teacher education, student teaching, and graduation with a Bachelor of Science in Education. Professional education is organized around Blocks of generic courses which progressively prepare the preservice candidate to ultimately take complete classroom responsibility, under supervision, during the student teaching semester. Knowledge, skills, and beliefs (attitudes) about students, the social context of schooling,

curriculum, teachers and teaching strategies are emphasized to different degrees in each of four Blocks.

University faculty initially assess the preservice teacher in Block 1 (Foundations of Education) and Block 2 (Exploring Teaching). The skillful application of knowledge with appropriate professional attitudes and ethics is guided and assessed by both the university supervisor and school-based personnel in Block 3 (Practicum) and Block 4 (Student Teaching). See Figure 1.

Below is a summary of the generic program and standards for preservice candidates from admission to the university to application for the Collegiate Professional Certificate.

Undergraduate Admission to the University

Freshman and transfer students with less than 30 credit hours must have a minimum high school G.P.A. of 2.0 and a Scholastic Aptitude Test (SAT) verbal score of 350. The minimum SAT math score is determined by the high school G.P.A. and class rank as follows:

2.0 high school G.P.A. and class rank of:	and minimum SAT total of:
top quartile	800
second quartile	850
third quartile	900
bottom quartile	950

3.0 high school G.P.A. and class rank of:	and minimum SAT total of:
top quartile	750
second quartile	800
third quartile	850
bottom quartile	900

In addition, Special Services will admit those freshman and transfer students with less than 30 hours if the applicant "shows promise" based on G.P.A., types of classes taken, e.g. honors program, and consideration for students who come from rural school systems, economically depressed areas, or low income families.

The latest comparable data on SAT scores is that of the 1984 graduates of teacher education programs. The average SAT scores for enrolled freshmen in Fall 1980 reveal freshmen education students scored slightly above other freshmen entering the university.

SCHOLASTIC APTITUDE TEST SCORES

	Verbal	Mathematics	Total
University	426	450	876
School of Education	430	460	890

The range of SAT scores for education majors was 200 to 649 in mathematics and 200 to 649 in verbal tests.

General Education Requirements

Students in teacher education degree programs are expected to complete a minimum of 124 credits and to maintain a minimum cumulative grade point average (G.P.A.) of 2.0. All degree programs in education require 54 semester hours of general education and should include at least 12 hours of Humanities, 12 hours of Social Science, 13-14 hours of Science/Math, and 4 hours of Health/Physical Education.

Foundation of Education	Clinical Teacher Education		Student Teaching
- Foundations - Human Development and Learning	-Exploring Teaching	-Planning for Teaching: Practicum(s)	- Student Teaching - Seminar

<---------- content and methods courses ---------->

Block 1	Block 2	Block 3	Block 4

Figure 1: GENERIC PROFESSIONAL ELEMENTARY EDUCATION PROGRAM

Admission to Teacher Preparation: General Education Requirements and Generic Program

Admission to Teacher Preparation allows the preservice candidate to enroll in Block 1 - Foundations of Education (EDU 300) and Human Development and Learning (EDU 301). Admission requirements are:

1. A minimum of 30 semester hours with a G.P.A. of 2.2 (6 semester hours of English, 3 semester hours of Mathematics, 4 semester hours of Laboratory Science, and 6 semester hours of History/Social Studies).
2. Essay on prior experiences in working with children, adolescents or adults.
3. Reading test: The Nelson-Denny Reading Test Form A and B (vocabulary and reading comprehension), minimum score of 50.
4. Mathematics test: Stanford Diagnostic Mathematics Test, Blue Level Form A, minimum score of 75.

Generic Program: Block 1. Foundations of Education (EDU 300) provides the knowledge base for history of American education, emerging issues, and philosophical and social trends. Human Development and Learning (EDU 301) provides the knowledge base on the developmental stages and perspectives through adolescence with a major emphasis on learning theory. Both courses introduce mainstreaming and multicultural themes at the awareness level.

Admission to Clinical Teacher Education and Generic Program

Admission to Clinical Teacher Education allows the preservice candidate to enroll in Block 2 - Exploring Teaching (EDU 321), followed by Block 3 - Practicum. Admission requirements are:

1. Overall G.P.A. of 2.2 for 60-75 semester hours.
2. G.P.A. in major of 2.7 (courses specified by program of study).
3. Satisfactory completion of EDU 300 and 301.

Generic Program: Block 2. Exploring Teaching (EDU 321) provides the knowledge base and awareness of classroom teaching through a coordinated program of on-campus instruction and a field placement in a school. Preservice candidates participate one morning a week in selected classrooms as learner/observers. Instructional responsibilities are kept to a minimum. Students are required to complete a set of observation tasks and keep a log of weekly field experiences to be critiqued by the university instructor. A major emphasis is on the role of the classroom teacher; a minor emphasis is on the school as a culture. Students acquire an understanding of an IEP and identify the cultural environment of the school.

Generic Program: Block 3. Planning for Teaching (EDU 322 - Early Childhood or EDU 325 - Upper Elementary) provides supervised practicum experiences. Planning for Teaching for Middle Education (4-8) emphasizes beginning instructional activities, including some direct teaching. Planning for Teaching Early Childhood (K-4) includes a practicum the first 8 weeks and student teaching the second 8 weeks, both of which are in the same kindergarten setting. Preservice K-4 candidates complete their practicum and student teaching requirements when they are admitted to student teaching in Block 4. Preservice teachers apply their knowledge of scope and sequence of the curriculum, organization and planning, integration of the disciplines in the curriculum, and classroom management. Minor emphasis is placed on parent involvement, measurement terminology and construction of teacher-made tests. The knowledge base of multicultural education and mainstreaming is refined at the application level. Handwriting competency is established through application.

Application of content/methods courses is expected in both Planning for Teaching (Block 3) and Student Teaching (Block 4). All methods courses

emphasize 1) knowledge, skills, and attitudes, 2) instructional strategies and techniques, 3) scope and sequence of instruction including nature and purposes, issues and trends, 4) lesson planning and unit development that are appropriate and consistent with division guidelines, 5) materials and resources, and 6) formal and informal evaluation. The content and methods courses for Early Childhood (NK-4) are: Children's Literature, Teaching Science, Teaching Math for Early Education, Teaching Reading, Diagnostic Reading (with practicum), and Teaching Social Studies. The content and methods courses for Middle Education (4-8) are: Children's or Adolescent Literature, Teaching Science, Teaching Mathematics for Middle School, Teaching Reading, Diagnostic Reading, Teaching Social Studies and two concentrations. The concentrations (12-13 hours) may be taken in language arts, mathematics, science, or social studies by choosing appropriate general education courses.

Admission to Student Teaching and Generic Program

Admission to Student Teaching allows the preservice candidate to enroll in Block 4 - student teaching (EDU 485/486 Directed Student Teaching I and II: Primary or 4-8) and student teaching seminar (EDU 490).

Admission requirements are:

1. overall G.P.A. of 2.2
2. major G.P.A. of 2.7
3. "C" in all practica
4. satisfactory recommendations of university supervisor and cooperating teacher of the practica.

Generic Program: Block 4. In the student teaching semester, the preservice candidate proceeds from being an observer at the beginning of student

teaching to assuming the role of the full-time teacher. In the final role, the student teacher is expected to do all of the short and long-range planning, teach the entire day, and be aware of each student's academic and social progress on a continuing basis. The student teacher develops a unit of instruction which is critiqued by both the cooperating teacher and university supervisor before it is taught. The student teacher may be expected to communicate with parents and to attend faculty and PTA meetings.

The cooperating teacher acts as a role model initially and later as a resource person. The university supervisor is more in the role of facilitator than that of the traditional teacher. The university supervisor also assures that the placement and experiences meet the standards of VCU. Student teachers receive a written mid-term and final evaluation by both the cooperating teacher and the university supervisor. They also receive a final evaluation by the building principal. Each evaluation rates the preservice teacher on a five point scale of Excellent, Above Average, Average, Below Average, and Poor. Preservice teachers are assessed in seven categories: classroom management, planning, interactive skills, knowledge, evaluation, professional traits, and personal traits.

The student teaching seminar, EDU 490, is an on-campus course which is separate from, but coordinated with student teaching. Students refine their understanding of planning, classroom management and teaching strategies. Preservice teachers develop communication skills with pupils, teachers, and parents. The seminar is also a time to explore broad professional issues including teacher and student rights. Information related to career development is provided: placement materials, resumes, certification, and National Teacher Examinations.

The National Teacher Examinations (NTE) are taken during the last two semesters before graduation. An applicant for a teaching certificate must take three NTE Core Battery Tests and applicable Specialty Area Tests in any field in which initial certification is sought. Below are the NTE Scores.

National Teacher Examination Scores
School of Education, 1984-85[1]

	# Attempting	# Passing
CORE BATTERY		
Communication Skills	111	102
General Knowledge	111	108
Professional Knowledge	111	109
AREA EXAMINATIONS		
Elementary Education	10	10
Early Childhood Education	38	35
Biology and General Sciences	4	4
Mathematics	6	6
Social Studies	7	7
Business Education	3	3
Music Education	7	5
Art Education	7	7
English Language and Literature	9	9
Mentally Retarded	10	9
Physical Education	11	11

[1] Scores for 111 students who completed at least the three Core Battery examinations and one area examination of the NTE.

Ninety-one percent of students (102 students of 111 students) who completed four NTE examinations during 1984-85 had scores on all four tests equal to or higher than those scores which will be required for certification effective July, 1986.

The Collegiate Professional Certification Application requires the university transcript, the NTE scores, and the Supervised Teaching Report. Endorsements are met by a combination of general and professional specialized courses. Early education majors must have a minimum of 71 applicable hours; middle education majors, with 2 areas of concentration, must have from 83 to 85 applicable hours.

Program Evaluation

Prior to the project, VCU conducted program evaluation of its early and middle education programs in a typical cooperative manner, i.e., VCU set the objectives and student outcomes within the framework of a university degree and state certification mandates, gathered the data, determined its meaning, and used the results for university purposes. This was done by stating the student objectives in program documents and course objectives, which were periodically reviewed by university and state approved program visitation teams. Data were collected by recording cooperating teacher assessments on university practica and student teaching forms and a student grade mutually arrived at by the university supervisor and the cooperating teacher. Follow-up surveys of graduates were also conducted. The information was fed back to appropriate university personnel for continuous program development. Information which was accumulated over the years was dispersed to various constituent groups as needed but never centralized in a systematic way to allow for longitudinal studies.

Evaluation Focus, Models and Questions for Phase III

The focus of the evaluation for Phase III is the program components which were planned, developed and implemented in 1984-85. The purpose of the evaluation is formative - to provide valid and reliable data to modify and improve a

practice. Formative evaluation helps determine the merit and worth of the field-tested practice (McMillan and Schumacher, 1984).

The evaluation models which guided this research were decision-making evaluation (Stufflebeam, 1971), and responsive evaluation (Stake, 1975, and 1976). Both approaches emphasize the collection of valid information to facilitate program planning, development and implementation. Responsive evaluation, in addition, emphasizes emergent evaluation questions and design, the interactive role of the evaluator to provide systematic feedback, and procedures to address the concerns of many audiences for any evaluation report. The Standards for Evaluations of Educational Programs, Projects, and Materials, (1981), also guided the evaluation effort.

The audiences for this report are numerous: Superintendent of RPS and the Dean of the VCU School of Education, RPS central office personnel and VCU School of Education administrators, elementary education and foundations faculty, and the project participants, especially the Co-Directors, the Planning Committee, and the school and university cores of teacher educators. The Virginia Department of Education, one of the funding agencies, and its representative on the Planning Committee, is also an evaluation audience.

Four program components were planned, developed, and implemented to some degree in Phase III. These were: 1) the collaborative planning, development and evaluation of program components; 2) the collaborative inservice education; 3) the identification of the characteristics of preservice teachers; and 4) the determination of collaborative generic objectives for preservice teachers in knowledge and educational beliefs.

The evaluation questions for this report come from many sources: the Planning Committee, the Co-Directors, the cores, and the project proposal.

Because of the formative nature of the evaluation, most questions are broad. Listed below are the questions.

Collaborative Planning, Development and Evaluation: Organizational Change Processes

1. Which project components in Phase III were collaboratively planned and developed through the Planning Committee?
2. How did the collaborative Evaluation sub-committee function and which evaluation procedures were recommended for project evaluation?
3. How were university and school-based teacher educators selected, and what role did they play in Phase III?
4. How was the new student teacher placement policy implemented?
5. What plans were made for implementation in Phase IV?

Collaborative Inservice Education

1. What was the format and content of the workshop-seminar series for 1984-85?
2. How did the consultants assess the impact of their particular workshop on the participants?
3. What insights did the consultants gain as teacher educators in conducting the series?
4. How did the inservice teachers assess the series in terms of a support system, the content and format, and the impact of the series (short-term, long-term, and school diffusion)?
5. Did any unexpected results or spill-over effects occur and, if so, what?
6. What suggestions were made by both the consultants and inservice teachers for Phase IV?

Characteristics of Elementary Education Preservice Teachers

1. What are the demographic characteristics (personal, high school background, college background) of preservice candidates?
2. What are their career plans and other characteristics, such as why they chose teaching as a career, career aspirations, expected sources of knowledge about teaching, and confidence level to perform teaching roles without further course work?
3. What is their orientation to teaching and education, such as definitions of a successful teacher, sources of pride from teaching, goals of schooling, and attribution of sources for student academic failure?
4. What are their educational beliefs regarding students, social context of schooling, curriculum, teachers, and teaching strategies? On which educational issues are they willing "to take a stand?"
5. How do entering elementary education majors significantly differ from other education majors (secondary, special education, and K-12) in their demographic characteristics, career plans, orientations to teaching, and educational beliefs?

Collaborative Generic Objectives for Preservice Teachers in Knowledge and Educational Beliefs

1. Is there a significant difference in the profiles of generic professional knowledge objectives for preservice teachers between university and school educators?
2. Is there a significant difference in the profiles of generic educational beliefs objectives for preservice teachers between university and school educators?

3. Is there a significant difference in the profiles of educational beliefs objectives for preservice teachers designated as "program-chosen" and as "student-chosen" between university and school educators?
4. What are the crucial or very important collaborative knowledge and beliefs objectives for preservice teachers using a 70% or more, a 60% or more, and a 50% or more measure? Which statements represent differences between the school and university preservice teacher objectives (discrepancy index)? Which statements are rated as not important preservice teacher objectives by both groups of teacher educators?

Evaluation Design and Procedures for Phase III

The evaluation design for Phase III is a case study (Guba and Lincoln, 1981, and Stake, 1978). A case study design focuses the inquiry on one unit of analysis, i.e., the Collaborative Teacher Education Project, regardless of the number of events, participants, or phases of the program development process. The many participants, events, and processes are viewed as contrasting incidents and situations within a case study design. Unlike the findings of experimental design, results of a case study are neither generalizable nor predictable to other settings and populations. Case study is most appropriate when the purpose is to discover and to understand the complexities of a single phenomenon (McMillan and Schumacher, 1984).

The design for Phase III included four sub-studies: description of collaborative planning and development, evaluation of the collaborative workshop-seminar series, identification of preservice teacher characteristics and determination of collaborative generic preservice teacher objectives in professional knowledge and educational beliefs. The exact design and procedures for each study are presented in more detail in each chapter. Only an overview is provided here.

The evaluation studies were collaboratively designed, especially those for the determination of preservice teacher characteristics and generic objectives for preservice teachers (Schumacher, 1985). The instruments used in both these studies and for the participants' evaluation questionnaire of the workshop-seminar series were reviewed by the Evaluation Committee. Each instrument was revised several times. Two instruments were adaptations of those developed by Michigan State University: the VCU School of Education Entering Teacher Candidate Survey and the VCU Teacher Knowledge and Educational Belief Inventory. The questionnaire to evaluate the workshop-seminar series was a revision of the one used for Phase II: CoTEEP Questionnaire, EDU 651. The Consultant Interview Schedule was also a revision of the one used in Phase II. All instruments may be found in the Appendices.

Data on the workshop-seminar series were collected from 21 of the 24 inservice teachers and all five of the university consultants in May, 1985. Data on the characteristics of preservice teachers were collected from entering junior education majors in fall, 1984. The response rate was 83% for the entire population, although for elementary majors, a subgroup, the response rate was 95%. Thirty-one elementary education majors were compared to 39 other education majors to obtain statistically significant differences. Data to determine the generic objectives for preservice teachers were collected in early spring, 1985, from 28 university professors who taught courses in which elementary education majors enrolled and from 36 RPS teacher educators on the Planning Committee or in three of the six project schools. The Planning Committee population included representatives from RPS, VCU, and the Virginia Department of Education.

Data were collected for the description and analysis of the collaborative planning and implementation process by ethnography or participant-observation (Schumacher, 1979, 1984). Data were primarily field notes of the Evaluation Specialist, documents, and in-depth interviews. Field notes were taken at meetings of the Evaluation Committee, the Planning Committee, and the university consultants core. Several in-depth interviews were held with the Co-Director, Dean of the School of Education, and the Director of Undergraduate Clinical Experiences. Documents of all minutes, notices, agendas, policy statements, program descriptions, and other information were data sources. The analysis was done by triangulation (Denzin, 1978) and cross-validation (House, 1977). The theoretical framework for the analysis is one of organizational change and change processes.

Inferential and descriptive statistics were used for data analyses. Descriptive statistics were used to analyze participant responses to the workshop-seminar series questionnaire. Chi-square and analysis of variance were used to compare the characteristics of elementary education majors to the other education majors. Multivariate profile analysis was used to compare VCU and RPS responses to determine collaborative generic objectives for preservice teachers. Tests of significance in all analyses were conducted with .05 level of confidence.

Chapter 2 presents the findings on organizational change in a collaborative teacher education program planning, development, implementation and evaluation. Chapter 3 summarizes the data regarding the workshop-seminar series from both the consultants and the inservice teacher participants. Chapter 4 identifies the elementary education preservice candidates characteristics. Chapter 5 summarizes the collaborative preservice elementary education general objectives in professional knowledge and educational beliefs. Chapter 6 presents a summary and implications for program development in Phase IV.

CHAPTER 2: COLLABORATIVE PLANNING, DEVELOPMENT, AND IMPLEMENTATION OF PROGRAM COMPONENTS AND EVALUATION

This chapter describes and analyzes the collaborative planning, development and implementation of program components in Phase III of the five year project. Data are based on field notes of the meetings of the Planning Committee, Evaluation Committee, University Core consultants, Co-Directors, and interviews with the Dean of the School of Education and the Director of Undergraduate Clinical Experiences. Documents of all minutes, notices, agendas, policy statements, and other information were data sources.

This chapter presents the major findings from an organizational perspective of developing a collaborative teacher education project. Thus, the topics emphasized are those program components which were collaboratively implemented in Phase III or planned and developed for Phase IV, 1985-86. Collaboration occurred in six aspects of the project: the Planning Committee, the Evaluation Committee, the workshop-seminar series, the selection and function of the University and school cores, student teaching placement procedures, and planning for the next year.

Planning Committee

The Planning Committee was composed of three representatives from each of the six project schools, several RPS central office representatives, two representatives from the Teacher Education Division of VCU, one representative from the Virginia Department of Education, Division of Professional Development, and the Evaluation Specialist as an ex-officio member. Monthly meetings were held throughout the 1984-85 school year. The meeting place was rotated among the six schools. Any member could submit an agenda item. The member from the

host school chaired the meeting and sent the subsequent minutes to all members. Decisions were made through discussion and concensus.

The agenda of each meeting reflected the immediate activities of the project and the planning relating to the collaboration of the activity. For example, the August 16, 1984, meeting focused on an overview of the program in Phase III, recommendations from the evaluation report of the prior year, three committee reports (extending the principal's role, content for the workshop-seminar series, and criteria for selecting teacher participants) and a review of organizational issues relating to videotaping and VCU student placements. The October 24 meeting focused on the need to have school core activities for VCU field placement and practica students, videotaping procedures, and evaluation design. The November meeting continued with the same focus. The January 30 meeting specified program objectives for 1984-85, brainstormed many ideas for activities of school core, planned for the data collection of preservice teacher objectives in professional knowledge and educational beliefs from the school cores and the School of Education, and discussed student placements in spring and fall 1985. The same items were discussed in the March 12th meeting in addition to the report on the presentation at the AACTE meeting. On April 25, 1985, student placement information was presented; the status of the evaluation effort was reported; initial planning for the retreat workshop for principals and curriculum specialists in August and an all day workshop for Core faculties in fall of 1985 was begun; and the initial plans for the Instructional Leadership Seminar were discussed. The May 22 meeting continued the interaction on these items, and the preliminary findings of the evaluation of the Workshop-Seminar Series of 1984-85 were given.

These meetings were both lively and informative as members attempted to constructively reach concensus on a number of difficult issues. Some of these issues were identified only because of constant feedback and close monitoring of the project by the Co-Directors and the Planning Committee. Some unanticipated needs were identified through this process such as more specific criteria for teacher selection for the school core and for the Instructional Leadership Seminar. The need for concise, easily understandable information regarding the university preservice teacher program became important. The need for systematic but relevant information on preservice elementary teacher characteristics and career plans as well as collaborative teacher education objectives became obvious. Procedures which facilitated student teacher placement in the six project schools and other RPS schools in addition to three other school systems became necessary. To address these needs in a comprehensive manner would require extended, concentrated time with those administrator and teacher participants who were committed as project participants for Phases IV and V (1985-1987). Thus, Phase III ended with the planning for the retreat for the administrators (Planning Committee) and the all day teacher core workshop.

"Trends in Teaching" Workshop-Seminar Series, 1984-85

Based on the field testing of the workshop-seminar series in Phase II, a similar series was held again which incorporated recommended changes. The changes were recommended by the field-testing participants, and a subcommittee of the Planning Committee. The series was extended to more than one semester and each topic was expanded to five sessions: four meetings with the consultant and no class meeting for preliminary application of the teaching strategy by the inservice teachers. The topics were math, language arts, science, working with

slow learners, and teaching basic skills through the arts. The workshops were planned for K-8 classroom applications. Other aspects of the series were made more explicit in order to obtain 5 hours of graduate credit, a special arrangement made by the University.

The Series was held from October 1, 1984 through May 6, 1985 in one of the project schools from 4:00 to 6:30 p.m. on Mondays. The last meeting was a "Spring Fling" at VCU which provided displays of project activities in each school and from the Series. The format of the Series emphasized participation of each teacher in each session: critiquing the consultant's taped classroom demonstrations, planned classroom application of each strategy, and supplementary activities designed by and for each school. More information on each workshop is in Chapter 3.

Responsibilities of teacher participants were explicit: 1) attend and participate with a specific attendance policy for graduate credit, 2) carry out the applications as assigned by the consultant, 3) participate in plans for making workshop ideas and demonstration videotapes available to the Core teachers and VCU preservice students in each school, and 4) develop a Portfolio/Resource File on each of the five topics. The Portfolio/Resource File would include handouts and materials distributed in each workshop, records of the teacher's application and critique, notes on readings, and notes on new ideas. Grades would be assigned for each workshop by each consultant. The Series Coordinators, i.e., project Co-Directors, would assign the university course grade by averaging the five workshop grades.

Teacher participants were selected by each project school according to the criteria established by the Planning Committee. Different schools used different procedures. The Co-Directors made available the written announce-

ments for all teachers in each school. Interested teachers either attended a meeting in some schools or submitted their names to the administrator. Depending on the number interested, the administrator used criteria other than that of being an interested and experienced teacher. Some schools had more participants in the series than other schools because teachers were not interested, did not have the available time for a 7-month series, or had prior commitments to a degree program. A total of 24 teachers from the six project schools were selected.

Evaluation Committee: Design and Data Collection

The Planning Committee, implementing the recommendations of the 1984 evaluation report, appointed the Evaluation Specialist as an ex-officio member of the Committee. The Planning Committee also appointed an Evaluation subcommittee to develop the summative evaluation design for the project. Members from RPS included a central office representative, a principal, a curriculum specialist, and a cooperating teacher. The other members were university-based: Project Co-Director, Director of Undergraduate Clinical Experiences, and a consultant. The committee was primarily selected to include as much as possible the formal and informal power structure of both institutions and a collectively broad knowledge and experience base rather than measurement, statistical, or educational research expertise. However, research expertise was present. The meetings were scheduled monthly. The Evaluation Specialist served as chairperson and secretary.

The program plan which was officially funded and implemented January, 1984, described program goals and a collaborative process. The program plan did not state student objectives, much less standards for determination of

success. Nor did VCU documents yield a common set of preservice teacher objectives which were generic to all 12 teacher education programs in the School of Education and those education programs housed in three other schools in the university.

The information reviewed and discussed at length by the committee was the evaluator's written analysis of the following: the MSU Entering and Exit Survey and Interview Schedule, the six instruments of the Florida Beginning Teacher Program, three instruments of the Georgia Beginning Teacher Assessment Program, and the validation instrument for the Virginia Beginning Teacher Assistance Program. The Committee served as the panel of experts to validate the VCU Entering Teacher Candidates Survey, the VCU Teacher Education Professional Knowledge and Beliefs Inventory, and the CoTEEP Questionnaire for the Workshop-Seminar Series.

The following decisions were made. After reviewing a description of the VCU Generic Elementary Teacher Education Program, the Committee decided to begin the longitudinal study when students enter the Teacher Education program rather than when students obtain their first field experiences in schools in the Clinical Teacher Education Block. This meant that the target population for the student outcomes studies would be those students enrolled in the foundations courses in fall of 1984, in field experiences and practica during spring and fall of 1985, in student teaching during spring of 1986, and serving as beginning teacher during the academic year of 1986-87. Thus the entering data was collected in fall, 1984, and the exit data will be collected in spring, 1986.

Second, both university and school-based participants would participate in a study which determined Teacher Education Professional Knowledge and

Beliefs objectives. A 14 page instrument with 60 items as a representative sample of Professional Knowledge and 57 items on Educational Beliefs was adapted from the Michigan State University survey. The items for both knowledge and beliefs represented five domains: students, social context of schooling, curriculum, teachers, and teaching strategies. Each respondent was asked to rate the Professional Knowledge items for degree of importance on a five point scale and the Educational Beliefs items for the direction of the belief and the degree of importance. Respondents could also add additional statements. The Planning Committee accepted the recomendations of the Evaluation Committee and scheduled data collection meetings with school cores in February and March, 1985. Data was collected from the School of Education faculty at the same time.

The search for an objective and valid means of assessing preservice teachers classroom performance was more problematic. Because the collaborative program was developing and evaluation resources were limited, it seemed best to use an existing teacher assessment system which already had demonstrated content validity and performance standards. The Committee reviewed several teacher performance systems and selected the following instruments from the Georgia Beginning Teacher Assessment Program: Teaching Plans and Materials, Classroom Procedures, and Interpersonal Skills Instruments. The Georgia assessment system met the above criteria, communicated to both university and school personnel, and provided an independent measure of student teacher performance in addition to the ratings done by the university supervisor, cooperating teacher, and the building principal. Another possibility discussed, if feasible, was to compare the performance of student teachers who were in

the collaborative teacher education program with student teachers in existing cooperative teacher education programs.

Continuing tasks identified by the Evaluation Committee were four-fold. Comparison studies could be conducted on student teachers, however, information will not be available to make this decision until next year. Data needed to be collected on the beginning teacher in 1986-87, but this was not discussed. The Evaluation Committee and Planning Committee needed to articulate objectives which need evaluation, other than those related to beginning teachers. This specifically related to the collaborative nature of the program and program management. This was articulated in more detail in the January Planning Committee meeting. Finally, the chairperson (Evaluation Specialist) continually searched for institutional resources in the School of Education and the university. This involved locating human resources to copy over IBM score sheets, do complex word processing for instruments, and a host of secretarial jobs. It also involved locating institutional records, and creating permanent data storage files and record keeping systems. A research assistant was added to the project and a statistician-computer programmer consultant was obtained.

University and School CoTEEP Cores: Identification and Role

Inservice teachers in each project school and university faculty in the Teacher Education Division were invited to participate in the Collaborative Teacher Education Project for the remaining three years of the project by joining the CoTEEP Consultant Core or a CoTEEP School Core. Each Co-Director was responsible for the establishment of their respective Core groups. The initial plan was to have both university and school cores established by January, 1985.

Because the establishment of CoTEEP Cores was a procedure not originally specified in the project proposal, this program component met with varying results. The project proposal did not specify the existence of such groups, the selection process, the role expectations of a consultant core or a school-based core. Much of the discussion in the Planning Committee focused around the identification of school Cores and possible functions of CoTEEP Cores in inservice and preservice teacher education.

Consultant Core

The university-based consultant core was identified by September 26, 1984. The Co-Director selected core members from the Teacher Education Division on the basis of interest and "balance" among division programs. Fourteen members joined the CoTEEP core to participate in the project for three years. The fourteen represented teacher education programs in reading and language arts (3 faculty), early childhood (2 faculty), math-science (3 faculty), social studies (1 faculty), the arts (1 adjunct faculty), and curriculum and instruction (2 faculty). In addition, the Director of Undergraduate Clinic Experiences, the Evaluation Specialist, and the Project Co-Director were part of the Consultant Core.

The November 8th meeting of the Consultant Core with the project Co-Director focused on the format and planning for the Workshop-Seminar Series, 1984-85. The announcement materials describing the Series and a list of responsibilities for each workshop consultant was given to each faculty member. The responsibilities related to organizational procedures necessary to establish consistency and continuity for the five workshops to award a grade and 5 graduate credits. Consultants were given an "up-date" of the project. Twenty-

four teachers were selected for the workshop-seminar series of which only two continued from 1983-84. The selection criteria was "very loose" but at least the procedure forced consideration. The six schools were in the process of selecting CoTEEP core committees to the project for three years, however, the role of a core member was unclear. Plans were made for the videotaping for the seminar series.

The February 19, 1985, meeting focused on planning for 1985-86 and project evaluation procedures. Discussions centered around possible workshop topics, possible variable credit-hour workshops, and development of extended experience with participating teachers which were school-wide. The last component would be a means to help activate school cores which were now identified. Suggestions were also made regarding course-related school placements for preservice teachers. The Evaluation Specialist reported that the Entering Teacher Candidates survey had been administered and that all faculty were requested to take the Preservice Teacher Knowledge and Educational Beliefs Inventory. RPS Cores and the Planning Committee would also complete the inventory. Classrooms performance of preservice teachers would be assessed with the Georgia Teacher Performance System, if possible, in addition to the University supervisor, cooperating teachers, and building principal ratings. The Co-Director announced that she was working on obtaining creative interpretations of "faculty load" to allow at least one consultant to serve as a resource-demonstrator-teacher educator in each of the six project schools during the last project year.

School Cores

School-based Cores were theoretically important to the teacher education project for several reasons. Preservice teachers were to be placed in at

least two of the six schools for either field experiences, practica or student teaching. University faculty and building administrators valued learning experiences which were building-based rather than teacher-based as a single role model. Thus, preservice teachers were expected to interact, observe and participate at different levels of involvement with a wide range of school activities and personnel. Furthermore, the project also sought extended inservice activities among each school faculty. Because of the innovative, field-testing stage of the collaborative teacher education program, it seemed better to work in-depth with a small number of interested faculty rather than the entire school faculty. Experts in preservice and inservice teacher education programs state that the leadership and supervisory skills necessary for preservice teacher education are remarkably similar to those necessary for inservice teacher education. Early recognition of the need to identify school cores and to implement planned teacher education activities lead to this becoming a major program concern in Phase III.

The first directive to establish school cores came from the August 16th Planning Committee meeting. Additional information from the project Co-Directors was sent to each site to assist in this selection process. The plan was to select core teachers for the CoTEEP project by September 15, 1984, and by September 26, after an orientation meeting, to select from the core group the workshop-seminar participants. The Co-Directors offered to assist in the orientation session. There was no limitation on the size of the Core group (8 to 15), but each school was allowed 4 workshop-seminar participants. The directive stated that teachers should agree to participate for three years in the project.

The materials sent to each site to assist in the identification of school cores and workshop participants included a brochure of "CoTEEP Question and Answer Sheets: What RPS Teachers May Want to Know About CoTEEP." This four page brochure answered such questions as: "What is CoTEEP?," "How does CoTEEP propose to work with systems as large as RPS and VCU, each committed to their own way of doing things?," "Who participates in the project, and who directs CoTEEP?," "What preservice and inservice teacher education activities are included in the CoTEEP approach?" (three types of seminars and on-site consultants), and "As a teacher in one of the six RPS project schools, am I automatically a participant in the CoTEEP project?" In addition, the Workshop-Seminar series announcement was sent. Attached in the August 18 Planning Committee minutes was the "Criteria for Selecting Teachers for the Core Group." The four criteria for teacher selection were: 1) interest and willingness to be an active participant in CoTEEP, 2) at least 3 years of classroom teaching experience or "have demonstrated outstanding potential for classroom teacher," 3) demonstrated potential for working with preservice teachers and peer teachers and 4) approval by the administrative team in the building.

The urgency was to select the four teachers per school for the workshop-seminar series which began October first. During the demands of the first month of school, it was difficult for all sites to follow a consistent process of identifying the Cores and selecting the workshop participants. Some potential participants strongly hesitated to make the requested three year commitment when they were unsure if they could commit to even a seven month workshop-seminar series. Teachers were more used to making semester commitments. Furthermore, the role expectations were only partially defined, such as developing a handbook for preservice teachers and having at least two more

CoTEEP Core meetings. In two schools, there were "waiting lists" for the workshop-seminar series and school core.

By January, each site had identified a CoTEEP Core group. The group size varied from 9 to 14. Discussions on the functions of Core groups continued in the monthly Planning Committee meetings. Because role expectations were in flux and ultimately might vary with the school, few, if any, Core meetings were held at each site. One function expressed by the Evaluation Specialist was that the Core groups should participate in the objective setting study for preservice teacher knowledge and educational beliefs. This was done at three sites in February and March.

The most extended discussion of possible program activities and role expectations for school Core groups occurred in the March 12, 1985 Planning Committee meeting. Suggestions were:

a. Participation in a Core means a long term (2 year) commitment to more than taking a course or working with VCU students. This difference needs to be made explicit to members.

b. Core groups could establish a teacher's resource center in their schools.

c. Core groups could place videotapes in a school teaching center and members could review these when they so desired. (A list of videotapes available was distributed.)

d. Core groups could identify a need or an interest area and request a VCU consultant to work with them.

e. Core groups need freedom to develop their own area of teaching interest, idea or need which is meaningful to that particular school.

f. Core members may change from year to year depending on interest and commitments.

g. A selected number of the core group members from each school could be released to attend an all day planning or staff development day focusing on CoTEEP.

h. Teachers should apply to be a member of Core and the application must be screened.

i. Each school does not need to have the same number of teachers in the Core, but there should be a limit placed on the total number of Core members for each school.

j. Core groups need to be told that the graduate credit hours acquired through CoTEEP could be applied to a Master's degree program or used for continued professional growth.

k. Core members should understand that their CoTEEP commitment is to becoming a "teacher educator," i.e., to be a "fellow educator" of preservice and first year teachers. Both organizations must be informed of each other's program and provide feedback for mutual changes. CoTEEP is trying to make systematic, prior informal and mutually beneficial arrangements.

m. Each school should decide if they want to continue to participate in CoTEEP and if they want to establish a core group.

Concensus was not reached regarding participation versus commitment and the meaning of "teacher educator." However, there was recognition that these Cores might benefit from an all day planning or staff development day focusing on CoTEEP and teacher education.

Student Teacher Placement Policy and Procedures, Seminar, and Recordkeeping

The School of Education faculty in September, 1984, passed the following "Practicum and Student Teacher Policy and Procedures."

> It is generally recognized that practicum/student teaching are the culminating events in the orderly advance from freshman to senior status in the School of Education. Current professional research and opinion supports the position that student teaching is viewed as the most worthwhile experience in the formal training process.
>
> The selection/placement process is central to providing the best possible setting for practicum/student teaching. The school environment and the cooperating teacher are two variables that can heavily influence the students opportunity for services and as such need to be carefully considered.
>
> By any reasonable standard, the best program for preparing teachers is one which requires all students to have clinical experiences in more than one school setting. In fact, state certification regulations require placements in at

least two settings. Taking into account the metropolitan area surrounding our School of Education, this can best be accomplished by requiring clinical placements in at least two School divisions. This policy would insure that each student would have clinical experiences in settings with different student populations. To permit equitable utilization of resources, a balance among cooperating divisions will be maintained with respect to the number of practicum and student teaching placements. This will ensure that each district will have both practicum and student teaching placements. To implement this policy, the following procedures will be followed:

1. Pre-student teaching clinical experiences will be in a different school division from that of student teaching.

2. To provide more effective use of faculty and resources, all placements, both practicum and student teaching, will be made in school divisions located in the Richmond metropolitan area.

3. Assignments will be made cooperatively by the University and School Divisions giving consideration to balance among School Divisions, balance within schools, faculty recommendations, and the appropriateness of the school as a teacher education setting.

4. Pilot demonstration teacher education training or research projects jointly planned and conducted by the local school division and the university may be excluded from these procedures. It will be incumbent on project managers to develop a suitable cooperative selection procedure for placing students and developing multisettings. Consequently, exceptions will be on a planned institutional basis. (Currently CoTEEP falls into this provision).

School systems identified the need to formulate a new placement policy for clinical experiences. Previously, requests for placements were sent by the Director of Student Services, who in turn coordinated the requests from 12 different endorsement programs. Each program designated the school division and the endorsement area and suggested a particular school. Typically, some school divisions placed more student teachers than others. Some school divisions made deliberate efforts to place the student teacher at the recomended

school and other school divisions placed student teachers according to their internal criteria. A confounding factor in student teacher placement was resolving student transportation problems. Prior to the policy change, the university had not tried to centralize student teacher placement requests from the 12 teacher education programs nor to equitably distribute, in a collaborative manner, the distribution of these placements.

Placement of Student Teachers for Fall, 1985

The office of Director of Undergraduate Clinical Experiences was established in fall of 1984. The Director is responsible for cooperatively making placements of approved candidates for student teaching among one of four area school divisions. A division is selected based on several criteria: the candidate has had neither field experience nor practicum experience in this school division, the candidate has access to transportation to that division, and the number of placements is equitably distributed among the four school systems. All student teachers to be placed must meet a G.P.A. standard and have completed specific professional education courses. The Director is responsible for the placement of all student teacher candidates in only certification or endoresement programs with the exceptions of Art, Music, Theatre Art Education, and Business Education.

In the spring of 1985, the Director reviewed all applications for student teaching placement. Fifty-nine applications were submitted and 11 were denied. These applications were checked again at the end of the semester to confirm the G.P.A.

Forty-eight student teachers requested to be placed in the four divisions for fall semester, 1985. Fourteen of these were requested for RPS

placement. These requests only designated the program, i.e., early childhood, primary, middle, P.E., etc. Because of the special arrangments made for CoTEEP, CoTEEP candidates were designated as needing placement for either K-3 grades, primary grades, or middle school grades in one of the six CoTEEP schools. The following requests were made to RPS for student teaching:

K-3 grades:	3 CoTEEP preservice candidates 4 non-CoTEEP preservice candidates
Primary grades:	5 CoTEEP preservice candidates 1 non-CoTEEP preservice candidate
Health Education:	1 non-CoTEEP preservice candidate

The requests and meetings with each of the four school divisions occurred by mid-April. Three school divisons, one within two weeks, responded with the names of the school and cooperating teacher. As of June 10, RPS had not responded.

Student Teaching Seminar

The Director of Clinical Experiences also chaired the coordinating group for EDU 490 Student Teaching Seminar Large Group Instruction Project. A revised seminar was proposed and feedback sought from the School of Education faculty. During spring semester, 1985, the course was offered as a single, large section rather than as separate seminars based on endorsement areas.

The title for the course was "Topics in the Teaching Profession". The purpose was to provide the student teacher with a "framework to use in making decisions on issues, concerns and problems that are currently facing professional educators". This course presented topics of interest to all who were entering the teaching profession and allows the scheduling of area specific small group discussion sessions at regular intervals. Recommended topics with

suggested speakers were: BTAP and state certification, ethics and school law, classroom management, behavioral management, job search, professional organizations and merit pay, modifying instruction for mildly handicapped students, teaching as a career and collegial relationships, etc. Three assignments were required during the semester, at least one of which was a written examination.

Recordkeeping System

As the requirements to progress through the teacher education program became more explicit (three applications with test scores, grades, recommendations, or other information reported), a comprehensive recordkeeping system became necessary. A microcomputer was purchased for the Office of Student Services. A microcomputer software program was written to maintain the student records of all preservice teachers. Thus, these records would now be centralized and standardized as compared to the previous policy of housing them in the appropriate division or with the advisor.

Student records will be maintained which contain the preservice teachers' applications for teacher education, clinical teaching, and student teaching. Clinical and student teaching evaluations will also be kept on-line. NTE scores will be recorded. This comprehensive data base will allow for more efficient management of the placement process and reporting for various purposes. In addition, research can be conducted with the data base.

Planning for Phase IV

Planning for Phase IV, 1985-86, was a continuous process during Phase III. The Co-Directors constantly identified needs, explored possibilities with

various subgroups and central office administrators, delineated alternatives, and finally made recommendations to the appropriate groups or administrators. The plans centered on three program activities: 1) the Instructional Leadership Seminar Series and "Trends in Teaching" Workshop Series, 2) Planning Committee retreat for principals and curriculum specialists of the six sites, and 3) all day planning session for School Cores who elect to continue in the project.

Seminar and Workshops

The Instructional Leadership Seminar would be a 15-week seminar to "increase proficiency as an instructional leader" in one's own school, working with preservice teachers and peer teachers. The emphasis would be on four areas: 1) proficiency as a teacher educator in preservice and inservice levels, 2) exploration of career possibilities such as mentor, career ladder, master teacher, BTAP participation, 3) knowledge base regarding clinical supervision, and 4) directed experience as instructional leader in one's own school. The sessions would begin October 14, 1985. Participants will be selected from Core groups with a maximum of 2 from each school. The criteria for selection, developed by the Planning Committee were: 1) participation in one of the workshop series on "Trends in Teaching," 2) three years successful teaching experience, 3) experience with at least one preservice teacher during the last three years, 4) "demonstrated outstanding teaching skills, as determined by building administrators," 5) "demonstrated potential for leadership, as determined by building administrators," and 6) membership in a CoTEEP Core. The names of two participants per school were to be submitted by June 15, 1985.

The "Trends in Teaching" Workshop Series would offer four options. Budget restrictions indicated that each school could acquire 12 credit hours to be divided as they chose among the four options. For example, a school could select 4 participants to earn 3 credits each, or 6 participants to earn 2 credits each, or 12 participants to earn 1 credit each. The options are listed below:

Option #1

Offer 5 one-credit workshops in 1985-86. Allow selected teachers from each school to choose 1-3 workshops in areas of interest. Topics and format will be similar to those offered in previous years, building on teacher responses to questionnaires administered in May, 1985.

Option #2

Each middle school could select up to 5 teachers to participate in a special workshop for middle school teachers in content areas, focusing on improving reading in content areas. This is not a remedial reading program; it is not for reading teachers. The workshop, under the direction of Dr. Judy Richardson, VCU, is funded by the Virginia Department of Education to train a cadre of content teachers who can then aid other teachers in their schools to help students improve reading skills in content area. Participants will receive 1 graduate credit for 5 sessions to be held over a semester period, Fall or Spring semester. Time, place, and starting date is open.

Option #3

Offer a combination of options 1 and 2 above, giving middle school participating teachers opportunities to participate in both types of seminars.

Option #4

Offer each participating school its own 1-credit workshop/seminar for its core teachers (up to 12-15 teachers). Each school could then select a topic, time, place, and consultant for workshop/demonstrations/and follow-up to be held at the respective schools.

The option chosen and the participant names were to be submitted by June 15, 1985.

Planning Retreat

The planning retreat for Principals and Curriculum Specialists would be held August 12 and 13, 1985 at a conference center. Both RPS and VCU would share the expenses. The major task is planning with an emphasis on strengthening levels of awareness, commitment, and participation in the project school at school level. The objectives were:

- set project goals for 1985-86.
- define specific role in CoTEEP for your school: STIRRING UP THE POT APPROACH. What can we do in this school, as teacher educators, to influence VCU teacher education programs while at the same time strengthening our own professional skills?
- set up specific implementation procedures on school level and project level.
- enhance organization/leadership skills of total group and individual school teams (invite organizational training specialist).
- at end of meeting, each school continuing in the project will have an outline of a plan for full participation in 1985-86.
- plan the all day Core groups workshop.

The Co-Directors and the Superintendent of RPS were to complete the organization of the retreat and obtain an organizational specialist as a group leader.

Planning Day for School Cores

Many of the details for the Core Planning Day will be an outgrowth of the administrator planning retreat. A committee was appointed to obtain a nearby non-school location with a number of small meeting rooms and a large meeting room. Some members of the Planning Committee will also attend the meeting.

The exact number of teachers who can attend is partially determined by the number per school which can be released from teaching. Initial suggestions were to hold this planning day in September.

Summary: Organizational Processes and Changes in a Collaborative Teacher Education Program

During Phase III, organizational processes became more collaborative in planning, developing and implementing the teacher education program for preservice and inservice teachers. Organizational processes were both between the university and school system and within each institution. The Planning Committee continued to meet monthly, as it had done in Phases I and II. Meetings were both informative and lively as members attempted to constructively reach concensus on a number of difficult issues. Unanticipated needs were identified, clarified, focused, and actions taken. Collaboration also occurred in planning the evaluation design for the project, setting preservice teacher objectives, and in the student teacher placment procedures. Collaboration continued in the workshop-seminar series and extended to the Instructional Leadership Seminar for Phase IV.

Actions taken were numerous, however, specific ones which relate to implementation of project goals during Phase III were:

1. The Consultant Core of 14 faculty members was established.
2. CoTEEP Cores from 9 to 14 teachers in each of the six sites were identified. At least 4 of these Cores had one or more meetings.
3. The evaluation design was developed for Phase III and IV but not for Phase V when preservice teachers become first year beginning teachers.

4. Data were collected from university School of Education faculty and a sample of RPS participants to determine preservice teachers' Professional Knowledge and Educational Beliefs generic objectives.
5. An Entering Teacher Candidate survey was administered to preservice students enrolled in their first professional foundation courses, fall, 1984, to provide pre- and post-assessment.
6. The university adopted, in response to school systems needs, a "Practicum and Student Teacher Policy and Procedures", established the office of the Director of Undergraduate Clinical Experiences, and cooperatively placed 48 candidates approved for student teaching in 4 school divisions for fall, 1985. Of these 48, 14 were placed in RPS, 8 of whom are CoTEEP preservice teachers.
7. Twenty-four teachers were selected and enrolled in a collaboratively planned Workshop-Seminar Series on "Trends in Teaching" to earn five hours of graduate credit, a new arrangement by the university.
8. A data management system was established for CoTEEP evaluation on the university macrocomputer and a centralized and standardized record-keeping system was planned for all education majors on a microcomputer.

Decisions to implement the following activities were made for Phase IV, 1985-86:

1. A planning retreat with specific objectives will be held in August, 1985, for principals and curriculum specialists in CoTEEP schools. This will be collaboratively funded by monies contributed by each institution beyond the project funding.
2. An all day workshop for CoTEEP core members from the six schools will be held in September, 1985.

3. An Instructional Leadership Seminar for three hours of graduate credit will be provided for two teachers per school who are selected by criteria established by the Planning Committee.
4. Each school may chose 12 graduate credits for their Core group from four possible inservice training options.

The organizational processes to reach concensus for action decisions were incremental with built-in feedback mechanisms. As one organization made institutional changes and shared its plan with the second organization, the second organization eventually followed with appropriate changes. For example, the School of Education collected its first systematic data on entering preservice teacher characteristics to be shared with both organizations. The school system responded by cooperating in the setting of generic preservice teacher objectives. When the school system cited the uneven distribution of student teacher placements among the four area school systems, the university responded with a new Student Teacher Placement policy and established the office of the Director of Undergraduate Clinic Experiences to implement changes. When consistent information was provided for more careful selection of cooperating teachers, the Planning Committee provided teacher selection criteria which was implemented by site administrators in teacher selection for the Instructional Leadership Seminar. When the Planning Committee and Co-Directors discovered the difficulty of establishing functioning CoTEEP cores at each site, both organizations responded by collaboratively planning and funding an overnight conference for site administrators and an all day workshop for CoTEEP teacher cores.

CHAPTER 3: WORKSHOP-SEMINAR SERIES: CONSULTANTS' AND INSERVICE TEACHERS' ASSESSMENT

The "Trends in Teaching" Workshop-Seminar Series, 1984-85, was assessed by consultants and the inservice teacher participants. This chapter describes the content and format for the series followed by the assessments. Each of the five consultants assessed the impact of s/he particular workshop on the participants, the unexpected results or spill-over effects into the six project schools, and the insights s/he gained as a consultant in conducting the workshop. The consultants also made a number of suggestions for future workshop-seminar series. These data were collected through an in-depth interview schedule which may be found in the Appendices. Each consultant was interviewed during May, 1985.

The teacher participants were surveyed during the workshop class of April 29, 1985. The questionnaire contained 42 items on the Likert scale of Strongly Agree, Agree, Disagree, and Strongly Disagree, five open-response items, and five closed-response items on demographic characteristics. The open-response items asked preferences for follow-up workshops next year, strategies that were most useful and least useful in their applications, and interest in classroom demonstrations and enrollment in the Instructional Leadership seminar for 1985-86. The Likert scale items contained three items on the support system, 11 items on the content and format of the series, 20 items on the short term impact (seven items on general impact, nine items on impact on self, six items on school diffusion), and eight items on possible long term impact (three items on working with preservice teachers and five items on working with inservice teachers). A copy of the CoTEEP Questionnaire may be found in the Appendices.

Data for the consultants' assessment are presented in narrative form. Data for the inservice teachers' assessment are presented in Table 1. Twenty-two of the twenty-four teacher-participants completed the questionnaire, providing a response rate of 92%. The data are reported as frequencies and percentages. All tabulations were calculated to the nearest tenth of a number and rounded.

Description of Workshop-Seminar Series

Each five week workshop followed the same format:

1st week	Workshop presentation by consultant. Videotaped demonstration by consultant in designated project school(s).
2nd week	Class critique of consultant's videotaped demonstration; assignments for classroom applications by teacher participants.
3rd week	Preliminary application by teacher participants in own classrooms; NO CLASS MEETING.
4th week	Consultant critique of preliminary experiences; recommendations for teacher-participants follow-up application.
5th week	Teacher-participants report to class on follow-up applications; hand in completed assignment.

Because of the five week period of time alloted for each topic, most consultants, based on last year's experience, were more explicit in their expectations and provided extensive bibliographies and examples.

The topics for each workshop were: "Working with the Slow Learner in Concept Learning," "Integrating the Language Arts: K-8," "Patterning and Problem-Solving in Math, K-8," "Patterning and Problem-Solving in Science, K-8," and "Approaching Basic Skills through the Arts." The theme of problem-solving and patterning was demonstrated in each workshop although less so in the Arts workshop.

The format of the workshop-seminar series was followed. Each consultant made a videotape of the strategies in RPS classrooms and, after editing, presented it to the workshop participants for analysis. After teachers "tried out" the strategy in their own classroom, they analyzed it and discussed their analysis in class. Each participant submitted an analysis of the strategy developed for classroom use which was critiqued by the consultant. Some consultants required more than the lesson plan and analysis. Extensive bibliographies were provided as well as directions for obtaining other classroom and scholarly resources.

The Arts workshop had a different focus. The consultant attended the language arts workshop to be able relate the arts to this topic and used an experiment in science with food coloring. The social studies topic had the participants create a musical and revise it. The goal of this workshop was the importance of the arts in learning and as another way of reinforcing what is taught in ways that children often retain more. It was also to enable teachers to feel more "at home" with their own creativity and implementing an original strategy. In addition, this consultant demonstrated some techniques to the preservice teachers in EDU 321 who were in the six school sites for field experiences that semester.

An underlying theme in all the workshops, perhaps more through the consultants sharing their own instructional skills, was that teaching is a demanding profession. It requires knowledge of principles of learning from research, child development, curriculum, and skillful applications which continually need refinement. The consultants approached these workshops not as workshops for recertification but as samples of instructional skills and

curriculum development which could be acquired only with extensive supervised application or through a university graduate course.

Consultant Assessment: Workshop and Strategies

The impact on the teacher participants was differential, both by individual teacher and by workshop. A high proportion of the teachers applied the demonstrated techniques, rather than develop their own original application for their particular classroom. In other words, the demonstration served as a literal model rather than an illustration of many possibilities of problem-solving and patterning. Teachers did analyze their use of the strategy in the classroom.

This process provided them with a descriptive knowledge of the strategy and a feeling of self-confidence with problem-solving approaches. However, within the five week workshop format, it was difficult for participants to do scholarly work, extensive reading, or obtain the necessary background information to be able to develop the strategy as a major instructional approach. Some workshops specifically used "mind captures" which received enthusiastic responses. Perhaps teachers, in doing the strategy, realized the underlying educational principle of inquiry and how it changes teacher behavior. Thus, the impact of these workshops were more on awareness, knowledge, and attitudes rather than systematic skill development in the use of this approach to instruction.

Unexpected results or spill-over effects were reported by all five consultants. Two teacher participants in the 1983-84 workshop seminar series voluntarily visited one workshop and related their experiences. Many of the strategies were shared in all five schools, even with Special Education

teachers. One consultant was invited to present a one day inservice program to two schools but was unable to attend. However, the workshop participants did a presentation instead. One consultant visited 5 classrooms in three schools at teachers' requests. She felt this was a beginning of the changing of some stereotyped views about university-based consultants.

All the consultants felt they acquired additional insights in how to conduct similar workshops. Most consultants felt the need to be very specific in directions and in expectations. Teacher participants felt more at home in mastering small segments of the strategy with feedback rather than taking the total strategy in a larger time frame and receiving feedback only at the end of the five weeks. Consultants did not learn anything "new" about the strategy they were demonstrating because they chose strategies they had frequently used and knew would "work."

Consultants had the following suggestions for the Planning Committee:

1. If the expectation was that teachers should become skillful in the application of each strategy, then an extended time is necessary. Five weeks is too brief a period of time to acquire both knowledge and skill.
2. Time needs to be provided for teachers to acquire self-confidence and overcome defeatist attitudes such as fear of supervisory chastisement or making and justifying curriculum changes.
3. A petty cash fund at each school site for instructional needs would encourage teachers to try out new strategies.

4. The videotaping in some instances was almost worthless for classroom presentation and analysis. In other situations, the tape was extensively edited to make it usable. In one situation, it was better to videotape in the VCU studio. It appears that the videotaping procedure needs to be reassessed in terms of its benefits and costs.

Inservice Teacher's Assessment

The Teacher Questionnaire was administered to 22 of a total of 24 teacher participants on April 29, 1985. The actual data are presented in Table 1 at the end of this Chapter. A copy of the Teacher Questionnaire may be found in the Appendices.

Demographic Characteristics of Teacher Participants (Items i-v)

Seventy-three percent of the teacher participants cited a Bachelor's degree as the highest degree earned. Twenty-seven percent of the teacher participants had earned Master's degrees, and one teacher had an advanced certificate in Administration. The Master's degrees were earned in the following areas: Elementary Education (1), Education/Reading (1), Special Education/Learning Disabled (1), Early Childhood Education (1), Classroom Guidance (1), and Education (1).

Twelve of the twenty-two teacher participants had taken their last graduate education course during the last three years (1983-1985); five had taken a graduate education course in 1981 or 1982; and four had taken their last graduate education course more than five years ago. One of the teacher participants had never taken a graduate education course.

Nineteen of the twenty-two teacher participants taught at the elementary level, accounting for 86% of the total population. The remaining 14% taught at the middle school level. The total population represented diverse teaching assignments. Of the elementary school teachers, the assignments were: kindergarten (1 teacher), kindergarten/first grade (1 teacher), first grade (4 teachers), second grade (3 teachers), third grade (3 teachers), third/fourth grades (1 teacher), pep-up (1 teacher) and fourth grade (2 teachers). Of the three middle school teachers, one taught fifth grade, one taught science and one taught sixth grade learning disabled students.

During the last three years, 73% of the teacher participants had supervised VCU practicum and/or field placement students, while 23% had not. Twenty-three percent of the teacher participants has supervised a student teacher during the last three years, while 73% had not. Of the twenty-two teacher participants, 4 (18%) had supervised both a field placement and/or practicum student and a student teacher during the last three years. Five of the teacher participants (23%) had supervised neither a field placement and/or practicum student nor a student teacher during the last three years.

Support System (Items 1-3)

Over 64% of the teachers perceived three sources of support for their participation in the workshop seminar series. One hundred percent of the teachers felt it beneficial to take the workshop seminar with other teachers from their building. Eight-two percent of the teachers reported that they enjoyed taking a course with only teachers from their school division and 77% felt that their building administrators were interested.

Workshop Content/Format (Items 4-14)

These eleven items focused on the content and format of the Workshop-Seminar Series. Ninety-five percent of the teacher participants enjoyed the breadth of the topics while 86% enjoyed having 5 different consultants present the material. One hundred percent of the teachers learned more about the strategies presented when they applied it in their own classroom and when other teachers shared their classroom applications. Ninety-six percent learned more about the strategies from hearing how other teachers analyzed the videotapes (4% did not respond). Many of the teachers (78%) had no difficulty in figuring out why a strategy "worked" or "did not work" with their students. This knowledge about use of a strategy occurred even when more than 50% of the teachers reported that they did not have adequate time to use the strategy with students. While 86% of the teachers thought that the purpose of showing a videotape was not to judge the consultant, 82% responded that the videotapes helped them to see how the consultants analyzed their own demonstrations. Ninety-one percent of the teachers thought that the videotapes helped them to understand how to apply the strategy with students.

Short-Term Impact: General (Items 15-21)

Ninety-six percent of the teacher participants felt that the workshop format (presentation-demonstration-application-analysis-sharing) is more beneficial than either a half-day workshop of presentation/lecture or the typical university course (4% did not respond). All the teachers (100%) felt that many of the principles of teaching emphasized in the workshop-seminar are applicable to all school subjects. The majority of the teachers (73%) felt that the workshop-seminar met their expectations, while 86% thought they now

have more knowledge about some recent teaching trends because of the workshop seminar. Half (50%) of the teachers prefer workshops which focus more in-depth on one or two strategies rather than five strategies. Only 23% of the participating teachers would like to have a consultant observe their application of the strategy, while 73% would not.

Short-Term Impact: Self (Items 22-29)

Ninety-six percent of the teachers found that in using the new strategies, they gained additional insights about their students as individuals and how their students learn. Many also found that they gained additional insights about how to evaluate students in using the strategies (82%). While only 18% of the teachers reported that the strategies presented by the consultants were "new" to them, 100% found that most students responded positively to these "new" strategies. Although 82% of the participants already knew how to plan a lesson with most of these strategies, 77% gained additional insights about how to analyze a lesson. All of the teacher participants felt that the Workshop-Seminar helped them gain additional insights about themselves as professional teachers.

Short-Term Impact: School Diffusion (Items 30-34)

Ninety-five percent of the teachers plan to develop additional teaching strategies based on what they have learned, and 55% have discussed ways to share what they have learned with other teachers. While 91% of the teachers have discussed some of the strategies with teachers not in the workshop, only 77% and 59% have shared students work and the consultants' handouts, respectively, with teachers not in the workshop.

Long-Term Impact: Preservice Teachers (Items 35-37)

Only 64% of the teachers thought that the workshop-seminar will enable them to better supervise preservice teachers, yet, 77% said they would feel more comfortable in analyzing a preservice teacher's performance as a result of the workshop. Over 95% of the teachers felt they would feel comfortable in demonstrating the strategies with their students with preservice teachers observing.

Long-Term Impact: Non Co-TEEP Inservice Teachers (Items 38-42)

All (100%) of the teacher participants thought they would feel comfortable in sharing a strategy they learned with their fellow teachers. Many of the teachers (77%) would feel comfortable having other teachers observe while they demonstrate with their students, but only 69% said they would feel comfortable sharing a videotape of their classroom demonstration with their fellow teachers. Many of the teachers (82%) thought they would feel comfortable in working cooperatively with another teacher in developing a classroom strategy for them to use. Seventy-seven percent of the teachers felt that the purpose of showing a videotape demonstration to teachers is to learn how to analyze and constructively criticize the strategy.

Strategies Most Useful (Items 43A and 43B)

The following strategies, in rank order, were cited as useful: Patterning and Problem Solving in Science, K-8 (21 comments), Approaches to Basic Skills Through the Arts (10 comments), Working with the Slow Learner in Concept Learn-

ing (7 comments), Integrating the Language Arts, K-8 (5 comments), and Patterning and Problem Solving in Math, K-8 (2 comments).

When asked why a strategy was considered useful, the most frequent response (7 comments) was that it encouraged using new activities with students. The responses were: "Encouraged me to give my students more opportunities to express themselves and question" (1 comment); "I was supplied with good creative ideas for teaching my students" (1 comment); "Helped me to enhance my lessons" (1 comment); "I liked making science more active than passive" (2 comments); and "Gave me new ways to present activities to students" (2 comments).

The second most frequent response (5 comments) for considering a topic useful dealt with being exposed to new techniques and deriving enjoyment from using them. Some of the responses were: "Showed a variety of new ideas, while giving insight in how to use them" (2 comments); "Exposed me to strategies I had little knowledge of" (1 comment); "The 'hands-on' approach and constant activity kept interest high" (1 comment); and "Experiments were fun and educative" (1 comment).

The practicality of ideas was important in the strategies seen as useful (3 comments). Responses were: "It really works!! Use it a lot with my students" (1 comment), and "Practical materials and strategies to use with students" (2 comments).

Two comments dealt with the teachers' ability to integrate the strategies: "I was hesitant about doing science activities before" (1 comment), and "I learned more about incorporating science in the classroom" (1 comment).

Strategies Least Useful (Items 44A and 44B)

The strategies cited as least useful were: Working with the Slow Learner (9 comments) and Patterning and Problem Solving in Math (7 comments). Other strategies seen as least useful include: Integrating the Language Arts (6 comments) and Basic Skills Through the Arts (1 comment). Three teachers stated that all of the strategies were useful.

The most frequent response given for viewing a strategy as not useful was lack of understanding and perceived difficulty (8 comments). Responses included "Presentation was difficult to follow" (7 comments) and "Too involved" (1 comment). Five comments dealt with lack of ability to generalize strategy to other areas: "No practical suggestions - not applicable to upper grades." The time frame was also important in those strategies seen as least useful. Comments were "Too much information was given for the amount of time we had in class" (3 comments).

Directions For Next Year, 1985-86 (Items 45-47)

The follow-up workshop-seminars that teachers would prefer to attend, in rank order are: Science (15 choices), How Teachers Can Reach Out to Parents (14 choices), Approaches to Slow Learners (13 choices), Integrating Reading and Writing (11 choices), Mathematics (6 choices), and a topic identified by the CoTEEP core at school (2 choices).

Of the 19 teachers responding to Item 46, seventeen said they would like to see classroom demonstrations, while only two would not. None of the teachers would choose to see a demonstration by a project teacher, but there were eight and nine choices for having a demonstration done by a consultant and a consultant/project teacher team, respectively (6 teachers did not

respond). Fifty-nine percent of the teachers (13) thought they would like to take the Instructional Leadership Seminar to learn more about working with VCU preservice teachers, 36% (8) said they would not.

Summary

The Workshop-Seminar Series was presented by five consultants to emphasize patterning and problem-solving as a new teaching trend in K-8 language arts, math, science, concept learning, and using the arts in basic skills. Nineteen of the 24 teacher participants were elementary school teachers. Each topic was presented, demonstrated, analyzed, applied in classrooms, and critiqued during a 5 week period.

The consultants felt the impact of the workshop varied among the teacher participants, however, the process provided teachers with a descriptive knowledge of the strategy and a feeling of self-confidence with problem-solving approaches. Because of the five week format, it was difficult for participants to obtain the necessary background information and skills to be able to use the strategy as a major instructional approach. All five consultants reported spill-over effects to the faculties within the six schools. Although the consultants did not gain insights in the demonstrated strategies, they did acquire knowledge in how to conduct similar workshops. The consultants made several suggestions for the Planning Committee.

The assessment of the workshop-seminar series by the inservice teachers was positive. Teachers appreciated the support received and liked both the format (present, demonstrate, apply, and critique) and having five different consultants. Ninety-five percent of the teachers gained additional insights about the strategy. Teachers were more willing to have a fellow teacher or a

preservice teacher view their application of the strategy than a consultant. Over 60% of the participants said they felt more comfortable in supervising a preservice teacher and in working cooperatively with other teachers using the strategy. Teachers felt strategies were useful if they were new, practical and could be widely applied. Teachers stated choices for topics for next year's workshop-seminar series, would like to see more classroom demonstrations and 13 would like to take the Instructional Leadership Seminar in 1985-86.

Table 1

CoTEEP QUESTIONNAIRE
EDU 651C: "Investigations and Trends in Teaching" Workshop-Seminar
May, 1984

i. Check highest degree. 73% Bachelor's degree
27% Master's in _____
5% Advanced Certificate in _____

ii. My last graduate course in education was taken in _____ (year).

1 - 1985	3 - 1983	4 - 1981	1 - 1979
8 - 1984	1 - 1982	3 - 1980	1 - never

iii. My current teaching assignment is _____.
(grade and/or subject/program)

19 - Elementary Classroom Teacher (Kindergarten, First, Second, Third, Fourth, Fifth Grades, Pep-up)

1 - Science

1 - Special Education (Sixth Grade)

iv. I supervised VCU practicum and/or field placement students during the last three years (Check one).
73% Yes 27% No

v. I supervised a student teacher during the last three years (Check one).
27% Yes 73% No

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
1. I enjoyed taking a university course with only Richmond City teachers.	36%	46%	14%	0%	4%
2. Taking the workshop-seminar with other teachers from my building was beneficial to me.	59%	41%	0%	0%	0%
3. My building administrator(s) was (were) interested in what I was doing in the workshop-seminar.	18%	59%	18%	5%	0%

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
4. I liked the topics because they touched on most parts of the school curriculum.	27%	68%	5%	0%	0%
5. Each part of the workshop-seminar was beneficial to me: presentation and passouts, videotaped demonstration, my application, analysis of my application, and sharing my application with others.	18%	77%	5%	0%	0%
6. I enjoyed having 5 different consultants in one course.	27%	59%	9%	0%	5%
7. The purpose of showing a videotape demonstration is to judge the consultant.	0%	14%	36%	50%	0%
8. The consultant's videotape helped me understand how to apply the strategy with students.	18%	73%	9%	0%	0%
9. The tape helped me to see how the consultants analyzed their demonstrations.	0%	82%	14%	4%	0%
10. It helped me to hear how other teachers analyzed the videotapes.	0%	96%	0%	0%	4%
11. I learned more about the strategy when I applied it myself in a classroom.	41%	59%	0%	0%	0%
12. I had adequate time to use the strategy with students.	0%	46%	46%	4%	4%
13. I found it difficult to figure out why a strategy "worked" or did "not work" with my students.	0%	18%	46%	32%	4%
14. I gained additional insights about the strategy from other teachers sharing their classroom applications.	23%	77%	0%	0%	0%
15. Many of the principles of teaching emphasized in the workshop-seminar are applicable to all school subjects.	46%	54%	0%	0%	0%

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
16. The workshop-seminar met my expectations.	14%	59%	18%	0%	9%
17. I have more knowledge about some recent teaching trends because of the workshop-seminar.	27%	59%	14%	0%	0%
18. I prefer workshops which focus more in-depth on one or two teaching strategies rather than five strategies.	18%	32%	36%	9%	5%
19. I would like the consultants to observe my application of the strategy.	0%	23%	59%	14%	4%
20. The workshop format (presentation-demonstration-application-analysis-sharing) is more beneficial than a half-day workshop of presentation/lecture.	36%	59%	0%	0%	5%
21. The workshop format (presentation-application-analysis-sharing) is more beneficial than the typical university course.	18%	77%	0%	0%	5%
22. The teaching strategies presented by the consultants were "new" to me.	0%	18%	82%	0%	0%
23. I found most students responded positively to these "new" strategies.	23%	77%	0%	0%	0%
24. In using the strategies, I gained additional insights about my students as individuals.	32%	64%	4%	0%	0%
25. In using the strategies, I gained additional insights about how my students learn.	32%	64%	4%	0%	0%
26. In using the strategies, I gained additional insights about how to evaluate students.	9%	73%	18%	0%	0%
27. I already knew how to plan a lesson with most of these strategies.	14%	68%	18%	0%	0%
28. I gained additional insights about how to analyze a lesson from the workshop-seminar.	4%	73%	23%	0%	0%

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
29. I gained additional insights about myself as a professional teacher from the workshop-seminar.	14%	86%	0%	0%	0%
30. Next year I plan to develop additional teaching strategies based on what I have learned.	27%	68%	5%	0%	0%
31. I discussed some of the strategies with teachers not in the workshop.	27%	64%	9%	0%	0%
32. I shared the work my students completed (when I applied the strategy) with teachers not in the workshop.	9%	68%	23%	0%	0%
33. I shared some of the consultants' passouts with teachers not in the workshop.	4%	55%	41%	0%	0%
34. I discussed with an administrator or team leader ways to share with other teachers what I learned.	14%	41%	45%	0%	0%
35. This workshop-seminar will enable me to better supervise preservice teachers.	14%	50%	27%	9%	0%
36. I would feel comfortable in demonstrating these strategies with my students to pre-service teachers.	14%	82%	0%	0%	4%
37. I feel more comfortable in analyzing a preservice teacher's performance after this workshop.	18%	59%	23%	0%	0%
38. I feel comfortable in sharing a strategy I learned with my fellow teachers.	36%	64%	0%	0%	0%
39. I feel comfortable in cooperatively working with another teacher in develop-ing a classroom strategy for them to use.	36%	46%	14%	0%	4%
40. I feel comfortable in demonstrating with my students for other teachers to observe.	18%	59%	18%	0%	5%

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
41. I feel comfortable in sharing a videotape of my classroom demonstration with my fellow teachers.	14%	55%	27%	0%	4%
42. The purpose of showing a videotape demonstration to teachers is to learn how to analyze and constructively criticise the strategy.	27%	50%	5%	9%	9%

43. Of the five strategies you applied, which ones were most useful?

96% - Science
32% - Working With The Slow Learner
46% - Basic Skills Through The Arts
23% - Language Arts
9% - Math

44. A. Of the five strategies you applied, which ones were least useful?

41% - Working With The Slow Learner
32% - Math
27% - Language Arts
5% - Basic Skills Through The Arts
14% - None

45. If short, follow-up workshop-seminars are held next year, which topics would you attend? (Check as many as you are interested in.)

6 mathematics
8 basic skills through the arts
11 intergrating reading and writing
13 approaches to slow learners
15 science
14 how teachers can reach out to parents
2 a topic identified by the CoTEEP core at my school
0 other: _____

46. I would like to see classroom demonstrations.

77% yes 9% no 14% no response

If yes, by whom? (Check one)

36% consultant
0% a project teacher
41% both of the above
23% no response

47. I would like to take the Instructional Leadership seminar to learn more about working with VCU preservice teachers next year.

59% yes 41% no

CHAPTER 4: PRESERVICE ELEMENTARY TEACHERS: DEMOGRAPHIC CHARACTERISTICS, CAREER ORIENTATION AND PLANS, EDUCATIONAL BELIEFS

One important aspect of a collaborative teacher education program is a descriptive analysis of the preservice teachers who participate in the program. The identification of the elementary education preservice teachers' demographic characteristics, career plans, orientation to teaching, and educational beliefs would facilitate program planning and serve as a "bench mark" to measure student changes at the completion of the program.

An Entering Teacher Candidate Survey (ETS) was administered to all students enrolled in Foundation courses (EDU 300, 301, 321) in fall of 1984. Eighty-three percent of the students returned the 200 item questionnaire. The percent of responses is estimated to be higher because non-education majors were not followed up to obtain their responses. The ETS is revision of the Michigan State University Entering Teacher Candidates Survey. The MSU instrument was field-tested for five years. In addition, a validity study of the Belief Inventory demonstrated that the instrument discriminates between education and non-education majors of college students (Brousseau, Freeman, and Book). The Evaluation Committee revised the instrument five times. A copy of the ETS may be found in the appendices.

The population in this analysis was defined as Juniors who chose teaching as the only career choice or the first career choice. This population was identified through several items on the instrument. To further describe and understand the characteristics of the preservice elementary education majors, the population was divided into two groups for comparison. The responses of thirty-one (31) elementary education majors (EL: early education and middle

education) were compared to the responses of thirty-nine (39) other education (OE) majors. Other education majors consisted of 21 secondary education (the sciences, foreign languages, history/social studies, mathematics, business, English, and theatre arts), 8 special education, and 10 K-12 (art, music, physical education, health) preservice students.

Chi-square tests were used to compare the differences between the responses of elementary education majors and other education majors. Analysis of variance was done on items with certain scales. Tests of significance in all analyses were conducted with .05 as the probability error. In addition, the 57 item Educational Beliefs Inventory was analyzed to determine which group was more willing to take a position by identifying those items where the differences in the neutral response category were greater than one standard error or 13 percentage points apart. (The direction of belief was determined when 50% or more the EL agreed, disagreed, agreed-neutral, disagreed-neutral, or were neutral toward the statement.)

The major finding from the comparative analysis is that EL and OE majors are remarkably similar. Statistically significance differences occur in only 17 of the 195 items. These differences are in demographic characteristics, confidence level in specific teaching roles, reasons for career choice, orientation to teaching and education, and 4 of the 57 educational beliefs. The findings will be presented for each section of the survey: demographic characteristics, high school background and activities, college background, career plans, orientation to teaching and education, and educational beliefs.

Demographic Characteristics

An analysis of the demographic characteristics showed the following statistically significance differences between EL and OE majors:

(1) A higher proportion of EL majors are female - 94% vs. 74%

(2) Of the 57% of each group which presently have a job, a larger proportion of the EL majors work fewer hours per week - 10% EL work 1 to 5 hours per week vs. 0% OE; 18% OE work 6 to 10 hours per week; and 47% of both groups work 11 to more than 20 hours per week.

The two groups of preservice teachers, however, are similar in most demographic characteristics. Most students are single (81%). Ninety percent are caucasian, 8% are black, and 2% are of other ethnic groups but not Asian or Hispanic. The average age of both groups is 21 years although a higher proportion of OE majors are aged 22-30 years (41% vs. 32%). Slightly more EL majors come from large size families, with 43% from families of four or more children. A higher proportion of EL students come from families of more than $50,000 annual income (25% vs. 5%), and a higher proportion of OE majors come from families with less than $20,000 annual income (21% vs. 10%).

Both groups spend an average of 6 to 10 hours per week studying. Ninety percent of both groups do no community service work or did less than 10 hours per week in college. A slightly higher proportion of EL majors planned to earn a Master's degree (50% vs. 41%).

High School Background and Activities

The analysis of the high school background and activities indicates the following statistically significant differences between EL and OE majors:

(1) A higher proportion of OE students graduated from larger size high schools (72% vs. 48% from schools of 301 pupils or more).

(2) A higher proportion of EL majors interacted with groups of young children (K-8 grades) in teaching activities other than as a camp counselor, sports coach, Sunday School teacher, swimming instructor, or babysitter (70% vs. 42%).

There are no significant differences between elementary education and other education majors in the type of schools they graduated from (other than size of school population), academic coursework, high school activities, type of leadership activities, and interaction with children grades K-8. These will be summarized below.

Most EL majors (80%) graduate from public schools of which the majority are suburban schools (58%). Thirty percent of the high schools do not offer advanced placement courses. Although 90% of the schools have a National Honor Society, a slightly higher proportion of OE majors are elected members (18% vs. 13%).

In general, the high school coursework completed by the two groups is similar. Both groups averaged four years of English, two or more years of natural science, one year of social science, three years of history/social studies, three years of math, two years of the fine arts, two years of foreign language, one or more years of business/distributive education and one year or less of vocational education. Twenty percent of both majors took 1-2 years of Advanced Placement courses.

Both groups, on a scale of little, some, moderate or high involvement in extra-curricular activities, participated the most in reading for pleasure.

Both groups participated moderately in school clubs, part-time employment, church related activities, travel, volunteer activities, choir or band, and interscholastic athletics or cheerleading. Both groups participated little in the school newspaper/yearbook, threatre/debate, intramural athletics, and travel abroad. Eighty percent of the EL majors worked during high school and 90% of the OE majors did also.

Both groups participated in leadership activities. A higher proportion of EL majors were officers or chairpersons of a school club or committee (60% vs. 47%). Twenty-five to 30% of EL majors were on the student council, a leader of a youth activity, a class officer, or a captain of an athletic team or cheerleading squad. Less than 20% were editors of school newspaper/yearbook or leaders of a school band, choir, or theatre group.

Both groups interacted with young children (grades K-8) in similar areas except, as noted above, a higher proportion of EL majors taught groups of children (70% vs. 42%). A high percent of both majors baby sat (90% EL vs. 81% OE). Forty-three percent of the EL majors taught only one child; 35% were Sunday School teachers; 20% were swimming instructors; 13% were coaches of sports; and 10% were camp counselors. In these interactions, a higher proportion of proportion of EL majors worked with handicapped children (35% vs. 15%).

College Background

An analysis of the college background, i.e. first two years of college, reveals one statistically significant difference between EL and OE majors.

(1) A higher proportion of OE majors intend to earn a second teaching endorsement in addition to the certification they are presently working on as compared to EL majors (23% vs. 12%).

There is no difference in the time at which EL and OE majors realize that they are going to college. However, 48% of the EL students report they "always" knew and 29% decided during high school. OE majors report they "always" (33%) knew or realized after high school (18%), during high school (23%), and during middle school (23%).

Nearly two-thirds of all education majors transferred to VCU. A slightly higher percent of the OE majors transferred to VCU (66% vs. 58%). There are no statistically significant differences in the EL and OE majors in their participation in remedial math, reading, and writing courses at a college. More EL majors were required to participate in a remedial math course (25% vs. 15%), a remedial reading course (6% vs. 3%) and a remedial writing course (6% vs. 5%). The number of required papers (five or more typed pages) during the Freshman and Sophomore years is more than 9 papers for 67% of the EL majors and 63% for OE majors. During the first two years of college, the most helpful academic advice was received from friends/ classmates (80%), other college instructors or parents (65%), or an advisor in their major field of study (48% EL vs. 68% OE). Few opportunities to interact with the School of Education advisor during the Foundations semester may explain why only 23% of the EL majors and 32% of the OE majors found this advice helpful.

Career Plans

Of the 39 OE majors, 21 students were in secondary education (science, foreign language, English, history/social studies, mathematics, business, and theatre arts); ten students were majoring in K-12 (art, music, physical education and health); and eight students were in special education. The 31 EL students were in either early childhood or middle school education.

Over 60% of both the EL and the OE students say that it was after high school that they first realized they would pursue classroom teaching as a career. However, more EL majors say that they would pursue teaching "for as long as I can remember" (13% vs. 3%) or they first realized their choice in elementary school (13% vs. 2%). It appears that almost two-thirds of both groups of education majors make their career choice after high school, although 15% of the EL majors knew during elementary school. This career decision of both groups appears to be made either independently by the student or is influenced by a former teacher. EL majors report that they were influenced by no one (32%) or by a former teacher (32%) while the OE majors report that they were influenced by no one (46%) or by a former teacher (31%). Relatives were more influential in the career choice of EL majors than of OE majors (19% vs. 10%).

To try to explain why students selected their careers, they were asked to respond "yes" to each statement which represented an important reason for pursuing their major. There are statistically significant differences on three of the possible 19 reasons. The findings are presented in Table 2.

Insert Table 2 About Here

Significant differences for choice of educational major occur in three areas. EL students overwhelmingly (100% vs. 73%) "love to work with children" whereas OE majors believe teaching provides a sense of personal achievement and satisfaction "more than other career choices" (95% vs. 73%) and "teaching provides an opportunity to apply what I have learned in my major field of study" (78% vs. 41%). This pattern seems to reinforce the typical notion that elemen-

TABLE 2

Reasons for Teaching Career Choice (in Percent)

		Yes %	No %
Teaching provides an opportunity to be creative.	Elem. Ed.	87	13
	Other Ed.	74	26
I believe that the quality of education must be improved.	Elem. Ed.	90	10
	Other Ed.	82	18
**I love to work with children.	Elem. Ed.	100	0
	Other Ed.	74	26
I have always enjoyed school.	Elem. Ed.	39	61
	Other Ed.	56	47
Teaching provides an opportunity to help others who are less fortunate than myself.	Elem. Ed.	48	52
	Other Ed.	55	45
Teaching is a good career for a woman - relatively easy to interrupt for raising a family and then to resume.	Elem. Ed.	45	55
	Other Ed.	32	68
I was not as successful as I had hoped to be in course that would have prepared me for my initial choice of careers.	Elem. Ed.	3	97
	Other Ed.	17	83
People I respect have encouraged me to become a teacher.	Elem. Ed.	50	50
	Other Ed.	30	70
*Teaching provides an opportunity to apply what I learned in my major field of study.	Elem. Ed.	42	58
	Other Ed.	78	22
Teaching and scholarship go hand in hand.	Elem. Ed.	19	81
	Other Ed.	30	70
Although the salaries of teachers may not be very high, they are at least adequate.	Elem. Ed.	40	60
	Other Ed.	35	66
Teachers have a lot of time off, especially during the summer.	Elem. Ed.	52	48
	Other Ed.	42	58
Teaching will give me the opportunity to do other things I want to do such as counseling, coaching, or school administration.	Elem. Ed.	50	50
	Other Ed.	60	40
Through teaching I can help students gain a sense of personal achievement and self esteem.	Elem. Ed.	97	3
	Other Ed.	97	3
Through teaching, I can help students develop an appreciation for cultures other than their own.	Elem. Ed.	77	23
	Other Ed.	63	37
I can make better use of my abilities in teaching than in other careers I might enter.	Elem. Ed.	63	37
	Other Ed.	82	18
Though teaching, I can help students gain knowledge and understanding of subject areas I consider important.	Elem. Ed.	84	16
	Other Ed.	82	18
*Teaching is more likely to provide a sense of personal achievement and satisfaction than is true of other careers I might enter.	Elem. Ed.	73	27
	Other Ed.	95	5
Through teaching, I can help youngsters become excited about learning new things.	Elem. Ed.	94	6
	Other Ed.	95	5

* $p < .01$
** $p < .001$

tary education teachers are "child-oriented" and other education teachers are "academically oriented." This simplified notion, however, is misleading because of the responses in which both groups are similar. Furthermore, during the first two years of college, elementary and special education majors have taken few, if any, professional education courses which focus on applied knowledge.

Over 95% of both majors respond "yes" to "through teaching I can help students gain a sense of personal achievement and self esteem" and "through teaching I can help youngsters become excited about learning new things." Over 81% of both groups felt that "through teaching, I can help students gain knowledge and understanding of subject areas I consider important." Thus, a high percent of both groups view teaching as career which stresses academic knowledge and skills as well as helping individuals to personally develop through achievement. Furthermore, 90% of the EL majors and 81% of the OE majors "believe that the quality of education must be improved."

Some responses indicate that most education majors (97% EL vs. 84% OE) could have made other career choices. It is interesting that these respondents chose teaching despite the fact that 60% of the EL and 66% of OE majors perceive the salaries of teachers as inadequate. Thus, teaching does not appear to be the only career choice to those who are unsuccessful in other fields.

Although salary considerations are not the primary concern for their career choice, other perceptions of teaching as a profession suggest why classroom teaching is the first choice. Over 50% of both groups view classroom teaching as a career ladder to counseling, coaching, or school administration. Fifty-one percent of the EL majors, as compared to 41% of the OE majors feel that "teachers have a lot of time off, especially during the summer." Forty-five percent of the EL majors, as compared to 31% of the OE majors, value teaching

as "a good career for a woman - relatively easy to interrupt for raising a family and then to resume." One recalls that in this sample, 94% of the EL and 74% of the OE majors were female. These responses seem to indicate that EL majors, more than OE majors, did not value classroom teaching as a permanent professional commitment, although the field of education may be. Sixty percent of the EL majors, compared to 49% of the OE majors, planned to earn an advanced degree.

Because we wanted to know how entering preservice teachers view the knowledge base necessary for their career, we asked both groups to respond to a series of items in which they ranked potential sources of knowledge on a five-point scale from 1 = "crucial" to 5 = "limited" source of knowledge. There are no statistically significant differences between the two groups. All group means indicated that sources of knowledge are rated as crucial, very important, or important. However, some sources are more highly rated by both groups of education majors.

The most highly rated sources of knowledge is learning by experience or practical knowledge. All EL majors (100%) and 95% of OE majors view "on-the-job experience as a teacher" as crucial. Ninety-seven percent of both groups feel that field experiences, practica, and student teaching are crucial. A slightly higher proportion of EL majors see "methods" courses as crucial (89%) as compared to OE majors (79%). A slightly higher proportion of OE majors (97%) than EL majors (87%) see "content area" courses as crucial. These sources of knowledge are provided by both the university and the school sites used for teacher preparation program field experiences.

The mean ratings of other "very important sources" of professional knowledge are interesting in that some of these are neither provided nor directly influenced by the School of Education. Student-selected personal reading in education or discipline is a "very important source" of knowledge for 77% of the EL and 92% of the OE majors. General university courses are a "very important source" of knowledge for 73% of the EL and 64% of the OE majors. Participation in research projects which focus on teaching or teacher education is also an important source of knowledge (67% - EL majors; 89% OE majors). Perhaps the most surprising result is the importance of "observation and experiences as a kindergarten through 12th grade student." Eighty-nine percent of the OE majors rated this as a "very important source" of knowledge compared to 70% of the EL majors. This suggests that theory and knowledge in the social sciences and education are selectively valued by education majors based on schooling experiences prior to college and anticipated "on-the-job experiences as a teacher." This finding relates to the high level of confidence entering preservice teacher candidates express in making and implementing curriculum and instructional decisions.

We wanted to know how much confidence preservice candidates, at the beginning of their two year teacher preparation program, have to successfully perform teaching roles "with no further coursework or experience in education." Each student was asked to rate fifteen teaching roles on a scale of 1 = "little or no confidence" to 5 = "complete confidence." These roles were in the areas of curriculum decision-making, establishing effective relations, managing a classroom environment, instruction, and identifying the strengths and weaknesses of one's classroom performance. Statistically significant differences between EL and OE majors occur in two teaching roles. EL majors have a higher

confidence level than OE majors in "applying effective methods of teaching specific subjects such as reading and mathematics" (48% vs. 16%) and in "maintaining active student participation in classroom tasks" (45% vs. 33%) (See Table 3). Both of these differences seem logical in view of the particular education major.

More important and disturbing is the finding that except for three teaching roles, almost 50% or more of both groups expressed "high confidence" or "complete confidence" in these roles without needing further coursework or supervised experiences. This pattern is persuasive in each type of teaching role. The highest percent of "high or complete confidence" level was expressed in "establishing effective working relations with students who come from diverse backgrounds (social classes, races, or cultures) (68% EL vs. 54% OE). The lowest percent of "high or complete confidence" level was expressed in "deciding what content to teaching" (38% EL vs. 31% OE) and "establishing effective working relations with students who have special needs" (37% EL and 27% OE). It appears that preservice teachers do not perceive a strong need for professional knowledge or pedagogy in order to become effective teachers.

Insert Table 3 About Here

Preservice teachers were asked about their immediate plans after graduation. Ninety-four percent of the EL majors hope to enter the teaching profession immediately in contrast to OE majors who plan to teach (74%) or go to graduate school first (17%). Over 61% of both groups prefer to teach in public schools. The most preferred work setting is suburban (54% EL majors vs. 61% OE majors) and the least desired settings are inner city (97% EL majors vs. 98% OE majors) and rural (93% EL majors and 90% OE majors). Ninety-six percent

TABLE 3

High or Complete Confidence in Teaching Roles Without Further Coursework or Supervised Educational Experiences (Percent)

	Elem. Ed. %	Other Ed. %
Maximizing student understanding of subject matter	46	41
Deciding what content to teach	38	31
Designing lessons, units, and courses of study	48	31
Establishing effective working relations with students who come from diverse backgrounds (e.g., different social classes, races, or cultures)	68	54
Establishing effective working relations with studenets who have special needs (e.g., serious learning problems, visually impaired)	37	27
Establishing effective working relations with other teachers and school administrators	57	59
Managing the classroom environment in a way which minimizes discipline problems	52	41
Establishing a classroom environment in which students actively take responsibility for themselves and for others in the group	62	39
Collecting and interpreting information regarding student needs and achievements	54	34
**Applying effective methods of teaching specific subjects such as reading and mathematics	48	16
Providing instruction that addresses individual needs and achievements	53	33
Making instructional decisions in a sound and defensible manner	45	34
Motivating reluctant learners	54	39
*Maintaining active student participation in classroom tasks	45	33
Identifying the relative strengths and shortcomings of your own classroom performance	42	49

* $p < .05$
** $p < .001$

of the EL majors and 84% of OE majors intend to search for a job in Virginia although 33% EL and 41% OE majors would leave Virginia to take a teaching position.

Factors which would influence preservice teachers in choosing between two offers of jobs in their preferred field are, in mean rank order, 1) interpersonal climate of workplace, 2) intellectual stimulation of workplace, 3) aspects of geographic location other than close to family or relatives, 4) opportunity for professional advancement, 5) salary/fringe benefits, and lastly 6) close to family or relatives.

The extent of commitment to classroom teaching as a permanent career choice by EL and OE majors is indicated in two items. Fifty percent of the EL majors expect to work as a teacher for less than 10 years compared to 37% of the OE majors. Of the EL majors who plan to leave classroom teaching, 62% will raise a family, 25% will prepare for an advanced position and 6% will change to a non-education career. Of the OE majors, 40% will raise a family, 26% will prepare for an advanced position and 20% will change to a non-education career.

Orientation to Teaching and Education

Preservice teachers were asked to respond to items which indicated their personal orientation to teaching and to the field of education. Statistically significant differences are found in four items:

a. OE majors are more likely than EL majors to feel that "to be a successful teacher it is essential to communicate knowledge at a level students understand" (56% vs. 40%).

b. EL majors are more likely than OE majors to view the most challenging aspect of teaching as motivating students to learn (66% vs. 54%).

c. EL majors are more likely than OE majors to gain the greatest sense of pride as a teacher "if a senior said they were the teacher who contributed the most to his/her self-confidence" (80% vs. 55%).

d. OE majors are more likely than EL majors to feel that "exceptional teachers they have known take a personal interest in individual students" (79% vs. 80%) and have knowledge of the subject matter (21% vs. 10%).

The last finding suggests that unlike the typical stereotype of non-elementary teachers as discipline-oriented, OE majors are both subject-oriented and student-oriented, being especially interested in individual students. The difference may be that EL majors value encouraging self-confidence in general and OE majors value encouraging self-confidence through learning and academic achievement (See Table 3).

Insert Table 4 About Here

More interesting perhaps is the ways in which both groups are similar. The greatest sense of satisfaction as a teacher would come from "successfully encouraging youngsters to accept responsibility for their own beliefs and actions" (EL 55%, OE 45%). More EL and OE preservice teachers expect to excell in "establishing classroom routines that ensure students engage in productive activities throughout each lesson (72% vs. 71%) than they expect to excell in "designing lessons or instructional units that dial with topics that are not covered in the textbook..." (27% vs. 29%). Fifty-seven percent of the EL majors hope their students will remember them 20 years from now as being "very sensitive to differences in the needs and abilities of individual students."

TABLE 4

Orientation to Teaching and Education (Percents)

	Elem. Ed.	Other Ed.
*Most essential to success as a teacher		
a. communicate knowledge so students can understand	40	56
b. establish cooperative learning environment	33	15
c. use information for educational decisions	0	10
d. respond appropriately to differences in students	27	18
*View as most challenging		
a. making informed decisions about what students need to learn	0	15
b. motivating all students to learn your subjects	66	54
c. establishing rapport with students with different values and cultural backgrounds than your own	0	5
d. establishing classroom environment promoting student dignity and respect	34	26
*Events which bring you pride as a teacher		
a. outstanding senior said you are the teacher from which he/she learned the most	20	45
b. outstanding senior said you are the teacher who contributed the most to his/her self-confidence	80	55
General goals of schooling		
a. promote intellectual growth (knowledge and understanding, how to learn)	44	60
b. enhance emotional growth (dignity, self-worth)	55	38
c. facilitate social growth (rights of others, social responsibilities)	0	3
*Most characteristics of exceptional teachers you have known		
a. knowledge of subject matter	10	21
b. personal interests in individual students	80	79
c. sensitivity to the cultural backgrounds of students	0	0
d. skills in classroom management	10	0
The most frequent source of academic failure is due to:		
a. student's home background	17	15
b. student's lack of intellectual ability	3	0
c. student's indifference or lack of motivation	28	44
d. teacher's failure to consider student interests/abilities	21	13
e. teacher's failure to use effective teaching methods	31	26

* $p < .05$

However, OE majors desire to be remembered as being sensitive to individual differences (41%) and pressing students to perform at their highest possible levels of academic achievement (44%).

Both groups are also similar in their orientations to education, i.e. goals of schooling and attribution of sources for academic failure. Both groups believe the general goals of schooling include the promotion of intellectual growth and emotional growth (self worth) rather than acceptance of social responsibilities. However, the emphasis differs slightly. EL majors believe schools should first enhance positive self-esteem (55%), then academic knowledge and understanding (44%) while OE majors believe schools should first promote intellectual growth (66%) and then self worth (38%). Both groups would attribute academic failure to primarily the teacher's failure to consider unique interests or abilities of students (EL 21%, OE 13%) or to use effective teaching methods (EL 31%, OE 26%). Neither group would attribute failure to the students' lack of ability. However, both groups would attribute academic failure to home background (EL 17%, OE 15%) and to student lack of motivation (EL 28%, OE 44%). It is interesting that 52% of the EL majors would attribute student failure to the actions of the teacher compared to 39% of the OE majors. Almost 60% of the OE majors would attribute student failure to student factors: lack of motivation or home background.

Educational Beliefs

The Educational Beliefs Inventory beliefs clusters into 5 categories: students, social context of schooling, curriculum, teachers, and teaching strategies. Before presenting the descriptive findings of preservice teacher beliefs in each category, the overall findings will be noted.

First, differences between the EL and OE majors are statistically significant in four of the 57 belief statements:

1. OE majors are more likely to agree that "special efforts should be made to mainstream as many handicapped children as possible into regular classrooms" (50% OE vs. 45% EL).
2. OE majors are more likely to agree that "most gifted students can best be served in special schools or centers" (31% OE vs. 20% EL).
3. OE majors are more likely to agree that "in even the most demanding subject areas, acquisition of academic knowledge is or can be made interesting and appealing to everyone" (82% OE vs. 60% EL).
4. EL majors are more likely to disagree that "when a teaching strategy works in one class, it is very likely to work in a different class with the same age group, subject, and teacher" (54% EL vs. 49% OE).

These differences occur in three of the five categories of beliefs: students, social context of schooling, and teaching strategies. Considering that each cluster of beliefs represents a sample of the belief domain, preservice teachers, both OE and EL, are remarkably similar in their educational beliefs. Furthermore, differences in 4 of 57 beliefs is not greater than one would expect due to measurement error. Because preservice teachers have taken few professional educational courses and have almost no supervised field experience in schooling, it appears that preservice teachers obtain these beliefs prior to entering a formal teacher education program. In other words, preservice teachers hold similar self-selected beliefs systems upon entering their teacher preparation program.

Moderate differences between EL and OE beliefs systems can be detected in an additional 12 items if one defines a moderate difference as $p > .33$. Of these 12 beliefs, six relate to teaching strategies, three relate to students and curriculum respectively, two relate to the social context of schooling, and one relates to teachers.

Second, one can identify which group is more "willing to take a stand" on the issue reflected in the belief statement. By assuming that individuals who have relatively strong preconceived notions or commitments to a particular point of view are not likely to check the "neutral" response for a belief statement, the lower the proportion of "neutral" response, the greater the groups' willingness to take a public position.

Eleven of the beliefs are more than one standard error apart, or 13% difference between the two groups. This subset of 11 items is found in Table 5. The OE majors take a stand on 4 of the eleven belief statements related to students (2 beliefs), social context of schooling (2 beliefs), curriculum (2 beliefs), teachers (1 belief), and teaching strategies (2 beliefs). OE majors are more willing to hold strong preconceived notions in all 5 clusters of educational beliefs. EL majors are more likely to take a stand on two educational issues: "the major obstacle to educational reform is teachers' lack of willingness to change" and "teachers are obliged to provide all of their students with the remediation necessary to achieve mastery of the essential knowledge and skills". On both issues, 65% of the EL majors agree.

Insert Table 5 About Here

TABLE 5

PRESERVICE TEACHERS' EDUCATIONAL BELIEFS

CODE for Statistically Significant Differences at $p < .05$ (OE = Other Education majors more likely to agree; EL = Elementary Education majors more likely to agree).
CODE for "Willingness To Take a Stand" (OE = Other Education majors more willing to take a stand; EL = Elementary Education majors more willing to take a stand).
CODE for "Direction of Belief for EL" (A = agree, D = disagree, N = neutral, AN = agree-neutral).

"Students"

Difference	Stand	Direction of Belief - EL		
_____	_____	A - 67%	1.	A students' overall level of intelligence is determined primarily by the environment.
_____	_____	D - 70%	2.	Only those students whose intelligence is well above average are capable of learning advanced science and mathematics.
_____	OE	A - 56%	3.	Given the opportunity to choose, high-school aged students will make viable decisions about what they need to learn.
_____	OE	A - 55%	4.	All school-aged youngsters are capable of learning to accept responsibility for their own actions.
*OE	_____	AN - 86%	5.	Special efforts should be made to mainstream as many handicapped children as possible into the regular classroom.
_____	_____	A - 90%	6.	Risk taking and making mistakes are essential components of social, emotional, and intellectual development.
_____	_____	AN - 77%	7.	Academic success is essential to the development of a healthy self-concept.
_____	_____	A - 67%	8.	Self-concepts and levels of academic achievement of individual students tend to conform to the expectations of their teachers.
_____	_____	A - 66%	9.	Teachers should expect all of their students to go beyond "minimum competency" levels that have been identified for their subjects.
_____	_____	AN - 63%	10.	No matter how hard they and their teachers try, some students who are placed in regular classrooms will never master all of the basic skills in reading and mathematics.
_____	_____	D - 67%	11.	In all likehood, an elementary school student who has outstanding abilities in mathematics also has outstanding abilities in reading and social studies.
_____	_____	AN - 69%	12.	Students who disrupt class activities day after day should be removed from regular classrooms.

*$p < .05$

"Social Context of Schooling"

Difference	Stand	Direction of Belief - EL		
_____	_____	AN - 71%	1.	A variety of face-to-face interactions with individuals from diverse cultures will not necessarily promote understanding and acceptance of those cultures.
_____	_____	AN - 79%	2.	Schools should function as agents to change society rather than as reinforcers of the status quo.
_____	OE	D - 50%	3.	Teachers should not relate to students as personal friends.
_____	_____	A - 74%	4.	Teachers should strive to establish an informal, student-centered classroom rather than a businesslike, teacher-centered atmosphere.
_____	OE	AN - 76%	5.	To provide equal educational opportunities, schools must allocate more resources (personnel and financial) to some groups of students than to others (e.g., gifted, physically handicapped, culturally disadvantaged).

"Social Context of Schooling" cont'd

Difference	Stand	Direction of Belief - EL		
_____	_____	A - 75%	6.	Educational equity should be defined in terms of equal opportunities to learn rather than equal educational achievements.
_____	_____	A - 55%	7.	Schools can reduce racism among students.
_____	_____	D - 57%	8.	Nearly all parents are supportive of teachers and schools.
* OE	_____	AN - 54%	9.	Most gifted students can be best served in special schools or centers.
_____	_____	DN - 75%	10.	If a school district can finance only one local special needs program, that program should be for academically gifted students rather than for slow learners.
_____	_____	AN - 79%	11.	Teachers should offer special encouragement to girls to do well in science and mathematics.
_____	_____	AN - 67%	12.	Most students want teachers to assume an authoritive stance in the class.

*p < .05

"Curriculum"

Difference	Stand	Direction of Belief - EL		
_____	_____	A - 68%	1.	Teachers should be given considerable latitude in deciding what content to teach in their own classrooms.
_____	_____	A - 77%	2.	Some academic subjects offered in high school are more important than others.
_____	_____	D - 71%	3.	In general, teachers should view decisions of "what to teach" as more important than decisions of "how to teach."
_____	OE	AN - 77%	4.	The ultimate criterion in deciding what to include in the curriculum should be: "Does this content have practical application in daily living?"
_____	_____	A - 50%	5.	With the exception of specialized programs, all schools in a district ought to teach the same topics in a given grade and/or subject area.
_____	_____	A - 59%	6.	It is a teacher's responsibility to identify, and compensate for examples of cultural or sexual stereotyping in textbooks and other instructional materials.
_____	_____	A - 57%	7.	At least 75% of the coursework students complete during high school should be required courses rather than electives.
_____	OE	N - 69%	8.	Instructional programs that seek to address interdisciplinary problems or themes (e.g., energy crisis, social equity) are generally superior to those that treat subject matter as isolated disciplines.
_____	_____	A - 82%	9.	Students should be required to pass tests in reading, writing, and mathematics in order to graduate from high school.
_____	_____	N - 63%	10.	At least 25% of the courses offered in a high school should be specifically designed to make schools more tolerable for low achieving students.
_____	_____	A - 62%	11.	Subject-matter courses should stress the way knowledge is developed and tested in the corresponding academic disciplines (e.g., why statements are or are not accepted as historical facts).
_____	_____	A - 86%	12.	Because each group of students has a unique set of needs, teachers should develop different instructional objectives for each class.
_____	_____	A - 74%	13.	Learning any subject is serious business; it doesn't have to be fun.

*p < .05

"Teachers"

Difference	Stand	Direction of Belief - EL		
_____	EL	AN - 65%	1.	The major obstacle to educational reform is teachers' lack of willingness to change.
_____	OE	A - 61%	2.	Outstanding teachers should receive higher salaries than other teachers who have the same level of seniority.
_____	_____	A - 94%	3.	To be a good teacher, one must be an enthusiastic, life-long learner.
_____	EL	A - 65%	4.	Teachers are obliged to provide all of their students with the remediation necessary to achieve mastery of essential knowledge and skills.
_____	_____	A - 70%	5.	In general, the more a teacher knows about a subject, the better able s/he is to teach the subject effectively.
_____	_____	AN - 68%	6.	In general, the more courses a teacher has taken on methods of teaching a subject matter, the better able s/he is to teach the subject effectively.
_____	_____	A - 53%	7.	The most important measure of a good teacher is that teacher's ability to enhance the academic achievement of students.
_____	_____	A - 89%	8.	To be a good teacher, one must continually test and refine the assumptions and beliefs that guide his/her approach to teaching.

"Teaching"

Difference	Stand	Direction of Belief - EL		
_____	_____	A - 75%	1.	Learning that is motivated by intrinsic rewards (e.g., needs and interests) is superior to that which is motivated by extrinsic rewards (e.g., grades, special awards, privileges).
_____	_____	D - 57%	2.	One of the most effective ways for teachers to increase motivation is to stimulate competition among students.
_____	_____	A - 86%	3.	Teachers should establish and enforce clear cut rules for acceptable student behavior.
_____	_____	A - 50%	4.	Teachers shuld use the same standards in evaluating the work of <u>all</u> students in the class.
*OE	OE	A - 60%	5.	In even the most demanding subject areas, acquisition of academic knowledge is or can be made interesting and appealing to everyone.
_____	_____	D - 56%	6.	Teachers with a preponderance of low income students should rely primarily on teacher directed, whole group instruction.
_____	_____	A - 60%	7.	Teachers in grades 4-6 should assign at least one hour of homework every night.
_____	_____	A - 93%	8.	Planning for instruction should almost always begin with a systematic diagnosis of student needs.
_____	_____	AN - 61%	9.	When making educational decisions, teachers should rely on what "feels right" rather than on "what available information suggests is right" whenever these two sources conflict.
_____	_____	A - 100%	10.	The development and delivery of a lesson plan should always be guided by a clear statement of what students are expected to learn.
_____	_____	D - 65%	11.	It is fair to regular students for teachers to devote more time and attention to mainstreamed or other exceptional students.
*EL	OE	D - 54%	12.	When a teaching strategy works in one class, it is very likely to work in a different class with the same age group, subject, and teacher.

* $p < .05$

Third, the direction of belief for the EL majors is presented for each cluster of beliefs. The results are found in Table 5. A summary is presented below:

Students: EL majors believe students are capable of choosing what they need to learn and accepting responsibility for their actions. Intelligence is determined primarily by environment and the teacher's expectations have an important role in shaping self-concepts and levels of achievement which should be beyond the "minimum competency." Elementary students who excell in one school subject do not necessarily excell in other school subjects.

School Context of Schooling: EL majors believe teachers should establish informal, student-centered classrooms rather than a businesslike, teacher-center atmosphere. Educational equity, for EL majors, is defined in terms of equal opportunity to learn rather than equal educational achievement. Several statements suggest that EL majors believe schools should function as agents to change society rather than reinforce the status quo, i.e. reduce racism, encourage girls in math and science, and compensate for cultural and sexual stereotyping in text books and other materials. Fifty-seven percent of EL majors disagree that "nearly all parents are supportive of teachers and schools."

Curriculum: Sixty-eight percent of the EL majors believe that "teachers should be given considerable latitude in deciding what content to teach in their classroom" and that "learning can be fun" (74%). However, this belief is tempered by the notion of common standards and perhaps some curriculum rigidity. Eighty-two percent of EL candidates believe "students should be required to pass tests in reading, writing, and mathematics in order to graduate from high school;" 57% think at least 75% of high school coursework should

be required; and 50% believe that all district schools "ought to teach the same topics in a given grade and/or subject area", with the exception of specialized programs. Most EL majors (71%) view decisions of "how to teach" as more important than "what to teach".

Teachers: An analysis of the belief cluster about the teaching profession suggests strong preconceived commitments. Almost all EL majors believe that "to be a good teacher, one must be an enthusiastic, life-long learner" (94%) and "one must continually test and refine the assumptions and beliefs that guide his/her approach to teaching" (89%). Fifty to seventy percent of the EL candidates believe the more knowledgeable teacher is better able to teach effectively (70%), teachers should provide remediation for mastery of "essential knowledge and skills" (65%), "outstanding teachers should receive higher salaries than do other teachers who have the same level of seniority" (61%), and "the most important measure of a good teacher is the enhancement of student achievement". EL majors generally agree, but with less assurance, with two other beliefs: "the more methods courses a teacher has, the better able s/he is to teach effectively" (68% - AN), and "the teacher's lack of willingness to change is the major obstacle to educational reform" (65% - AN).

Teaching Strategies: The only belief statement with which 100% of the EL majors agree is: "the development and delivery of a lesson plan should always be guided by a clear statement of what students are expected to learn". However, objectives should be based on a "systematic diagnosis of student needs" (93%). EL majors prefer learning that is motivated by intrinsic rewards with interesting activities rather than stimulated by student competition.

Teachers should establish and enforce clear rules for acceptable student behavior (86%), but EL majors are less certain that the same standards should be used to evaluate "the work of all students in the class" (60% DN). It is interesting to note that, in general, EL majors feel that "teachers should rely on what 'feels right' rather than on 'what available information suggests is right' whenever these two sources conflict" (61% - AN).

Summary

A survey was administered to preservice teachers during thier first semester in the teacher education program (Fall, 1984). The responses of 31 elementary education majors were compared to the responses of 39 other education majors (secondary education, special education and K-12 education). Of the 195 items which described demographic characteristics, high school and college background, career plans, orientation to teaching, and educational beliefs, there were statistically significant differences between the two groups in only 17 items. These 17 items were in all categories of the questionnaire. The major finding is that, with few expections, preservice teachers are remarkably similar. The findings are summarized below.

1. Ninty-four percent of the EL majors are female compared to 74% of the OE majors. Most are single and caucasian.
2. Of the 57% of all preservice teachers who have a job, 47% work 11 to more than 20 hours per week. They average 6 to 10 hours per week studying.
3. A higher proportion of OE students graduate from larger size high schools. Fifty-two percent of the EL majors graduate from high schools of less than 300 students. A higher proportion of EL majors

interacted with groups of young children although all preservice teachers worked with children in some capacity.

4. High school course work completed by all preservice teachers is similar. Twenty percent took 1-2 years of Advanced Placement courses. Preservice teachers participated moderately in extracurricular activities and in leadership roles.
5. About 50% of the EL majors "always" knew they were going to college while OE majors tended to decide in middle or high school or after high school.
6. Nearly two-thirds of all education majors transferred to VCU. More EL majors were required to participate in a remedial math course (25%), reading course (6%) or writing course (6%) than OE majors.
7. The career choice of classroom teaching in typically made after high school (60%). Significant differences occurred in the reasons for career choice: "love to work with children" (100% EL vs. 73% ~~ER~~ OE), "a sense of personal achievement and satisfaction" (95% OE vs. 73% EL), and "an opportunity to apply what I have learned in my major field of study" (78% OE vs. 41% EL). Most education majors (97% EL vs. 84% OE) could have made other career choices. Although salary considerations are not the primary concern in career choice, other perceptions of teaching as a profession suggest why classroom teaching is a first choice: teaching is a career ladder to counseling, teaching or administration, "teachers have a lot of time off," and "a good career for a woman." Although 60% of the EL majors and 49% of the OE majors plan to earn an advanced degree, a majority of the EL

majors expect to work as a teacher less than 10 years compared to 37% of the OE majors.

8. Preservice teachers rate most highly knowledge acquired by experience or practical knowledge. Other "very important sources" of knowledge were frequently those neither provided nor directly influenced by the teacher education program. Surprisingly, 89% OE majors and 70% EL majors rated "observation and experiences as a K-12 student" as a "very important source" of knowledge. This suggests that theory and knowledge in the social sciences and education are selectively valued by education majors based on school experiences prior to college and anticipated "on-the-job experiences as a teacher." This finding also relates to the "high confidence" or "complete confidence" preservice teachers expressed to successfully perform 15 different teaching roles "with no further course work or experience in education."
9. Preservice teachers plan to enter teaching immediately, and prefer public schools (61%), in Virginia. The most desired setting is suburban and the least desired settings are inner city and rural.
10. Although four statistically significant differences occurred between the two groups in the items relating to orientation to teaching and education, the pattern of the responses indicates a high degree of similarity. Both groups believe the general goals of schooling include the promotion of intellectual growth and emotional growth (self-worth) rather than social reform, but the emphasis differs slightly. Preservice teachers feel that a successful teacher communicates knowledge at the level students understand, value a teacher who contributes to a students' self-confidence, and takes a personal

interest in individual students. Fifty-two percent of the EL majors would attribute student failure to actions of the teacher while 60% of the OE majors would attribute student failure to student factors: lack of motivation or home background (not statistically significant).

11. Preservice teachers hold remarkably similar educational beliefs, apparently acquired prior to entering a teacher preparation program. In other words, preservice teachers hold similar self-selected belief systems. However, OE majors are more willing to "take a stand" on the issue reflected in the belief statement. EL majors believe students are capable of choosing what they need to learn and accepting responsibility although teacher expectations have an important role. Teachers should establish informal, student-centered classrooms. EL majors also believe schools should compensate for perceived social problems. Although EL majors believe that teachers should be given "considerable latitude in deciding what to teach," this belief is tempered by notions of the desirability of command standards and more curriculum rigidity. An analysis of the belief cluster about the teaching profession suggests strong preconceived commitments such as to be a good teacher one must be a "life-long learner" (94%) and "continually test and refine assumptions and beliefs that guide his/her approach to teaching" (89%). The only belief statement on which 100% of the EL majors agree is that lesson plans should be guided by "a clear statement of what students are expected to learn." However, objectives should be based on "systematic diagnosis of student needs" (93%). Teachers should establish clear rules for acceptable student behavior, but EL majors are less certain that the same standards

should be used to evaluate "the work of all students" (60%). EL majors feel that teachers should rely on intuitive or personal experiential knowledge rather than scientific or factual knowledge whenever these two sources conflict (61%).

CHAPTER 5: COLLABORATIVE OBJECTIVES FOR PRESERVICE TEACHERS: GENERIC PROFESSIONAL KNOWLEDGE AND EDUCATIONAL BELIEFS

One of the important aspects of developing a collaborative teacher education program is a statement of generic program objectives which both university and school educators agree upon. Toward this end, the School of Education faculty who participate in the elementary education program and a sample of the RPS project participants completed the Teacher Knowledge and Beliefs Inventory (TKBI).

The following research questions were addressed in this study:

1. Is there a significant difference between university and school educators' profiles of generic professional knowledge objectives for preservice teachers?
2. Is there a significant difference between university and school educators' profiles of generic educational belief objectives for preservice teachers?
3. Is there a significant difference between university and school educators' profiles of educational belief objectives for preservice teachers designated as "program-chosen" and as "student-chosen"?
4. What are the <u>crucial</u> or <u>very important</u> collaborative knowledge and belief objectives for preservice teachers using a 70% or more, a 60% or more, or a 50% or more measure? Which statements represent differences between the school and university preservice teacher objectives (discrepancy index)? Which statements are rated as <u>not important</u> preservice teacher objectives by which groups of teacher educators?

In this chapter the responses of school and university teacher educators to the TKBI are compared and the collaborative generic objectives identified. The results, presented as profiles and as descriptive measures, indicate the extent to which CoTEEP teacher educators agree on a common set of knowledge and belief objectives for elementary preservice teachers participating in CoTEEP.

Design

The Teacher Knowledge and Beliefs Inventory consisted of 60 items representing aspects of professional knowledge that might be emphasized in a teacher preparation program and 57 items representing beliefs that might be acquired. Both of these sections of the instrument were organized by Schwab's (1960) commonplaces of education: students, social context of schooling, curriculum, and teachers. A fifth category was added to each section: knowledge of teaching strategies and beliefs about teaching. These commonplace are called pedagogical topics in this report. Below is a summary of the types and frequency of items in the TKBS.

Item-Form Types and Frequency for the Teacher Knowledge and Beliefs Inventory

Pedagogical Topic	Knowledge	Beliefs
Students	12	12
Social Context of Schooling	13	12
Curriculum	12	13
Teachers	8	8
Teaching Strategies/Teaching	15	12
TOTAL	60	57

For the items which described specific topics of professional knowledge, respondents were asked to indicate on a five point scale "How important is it for participants in this program to acquire a substantial working knowledge of . . . ." A five point scale with values of crucial, very important, important, somewhat important, and not important was used. Examples of knowledge items are:

- cognitive development (e.g. Piaget's stages)
- the influence of communities on schools and vice versa
- procedures for analyzing/evaluating curriculum materials

The beliefs section of the TKBI consisted of declarative statements such as:

- A student's overall level of intelligence is determined primarily by the environment.
- With the exception of specialized programs, all schools in a district ought to teach the same topics in a given grade and/or subject area.
- To be a good teacher, one must be an enthusiastic, life-long learner.
- Learning that is motivated by intrinsic rewards is superior to that which is motivated by extrinsic rewards.

Respondents were asked first if preservice graduates should agree, disagree, or form their own position in regard to the statement. Respondents were then asked to judge the importance of addressing the belief in the collaborative program on the same five point scale as for the knowledge items. For items in both the knowledge and beliefs sections, respondents could indicate that their interpretation of the program did not provide sufficient information to allow them to respond.

The Virginia Commonwealth University TKBI was a revision of the Michigan State University College of Education Teacher Knowledge and Beliefs Inventory, an instrument which has been used at that institution. The CoTEEP Evaluation Committee reviewed the instrument and added four items to the knowledge section. These four items focused on the development of a reflective teacher, i.e. pre-service teachers should know "ways of examining critically educational issues . . .," "ways of examining one's own rationale for major curriculum decisions . . .," and "ways of examining one's own assumptions and biases about instruction and how these affect one's teaching strategies." Other items also could be interpreted as reflective-oriented.

There were 28 respondents from the School of Education faculty, self-identified as having taught a course in which elementary education students enrolled during the two preceding years. The 36 school respondents were from a middle school, a model arts elementary school, a traditional elementary school, and the program planning committee (central office personnel, principals and curriculum specialists, and two state department of education participants). The data were collected in spring, 1985.

Several tests of statistical significance were used in the data reduction and analyses. Multivariate profile analysis was used to compare the patterns of responses which identified crucial knowledge and crucial belief objectives. Analysis of variance and chi-square ($p<.06$) were used to determine if significant differences existed between the university and school respondents in the importance of each of the five pedagogical topics and of each item which composed the knowledge and belief sections. In addition, the belief items were analyzed several ways. First, the percent of items in each pedagogical topic of beliefs that were identified as statements with which program graduates should <u>agree</u> was added to the corresponding percent of items marked <u>disagree</u>

to form the percent of "program-chosen" beliefs. Instruction focused on program-chosen beliefs should be designed to persuade candidates to adopt a particular stance in regard to the statement, a position consistent with program goals. The second index described the percent of items in each category marked "graduates should form their own position after dealing with the statement as an open-ended issue . . .," which represented "student-chosen" beliefs. [When computing the percent of items rated as crucial knowledge or as crucial beliefs, the denominator was the total number of responses within each category, including items marked "no option" or "insufficient information."]

Descriptive statistics were used to identify the collaborative generic professional knowledge and educational beliefs statements. Statements were identified according to whether both groups of educators rated the statement as crucial or very important by more than 70%, by more than 60%, or by more than 50% of the group. If each group agreed to the extent indicated, the statement was considered a collaborative professional knowledge (educational beliefs) objective. In addition, knowledge and belief statements rated as important by 50% or more of one group but by less than 50% of the corresponding group were identified. This discrepancy index indicated those statements for which there were differences between the two educator groups in preservice teacher expectations. Statements rated as not important (less than 50% of each group rated statement as important) as preservice teacher objectives were also identified.

Profiles of Crucial Professional Knowledge Objectives

The mean percent of knowledge items rated crucial for each of the five topics representative of professional knowledge provides a comparison of school

and university teacher educators' profiles of crucial professional knowledge for graduates. The profiles of crucial professional knowledge objectives of the two groups of teacher educators differ significantly ($p=.005$). As summarized in Table 6, the grand mean percent of items judged as crucial by university educators is 27.4% and by school educators is 30.0%. The profiles of

Table 6
Grand Mean Percent of Crucial Professional Knowledge

Pedagogical Topic	University Educators	School Educators
Students	28.0	28.44
Social Context	19.0	17.7
Curriculum	31.8	27.0
Teachers	16.5	22.6
Teaching Strategies	36.7	48.1
GRAND MEAN	27.4%	30.0%

crucial knowledge portrayed in Figure 2 indicate which pedagogical topics are more crucial to each group of teacher educators. University educators consider knowledge about students, social context of schooling and curriculum as crucial slightly more than do school educators. School educators consider knowledge about teachers and especially about teaching strategies as crucial more than do university educators. The largest difference is the mean percent of crucial items relating to teaching strategies. University educators rate crucial 36.7% of the items and school educators rate crucial 48.1% of the items.

INSERT FIGURE 2 ABOUT HERE

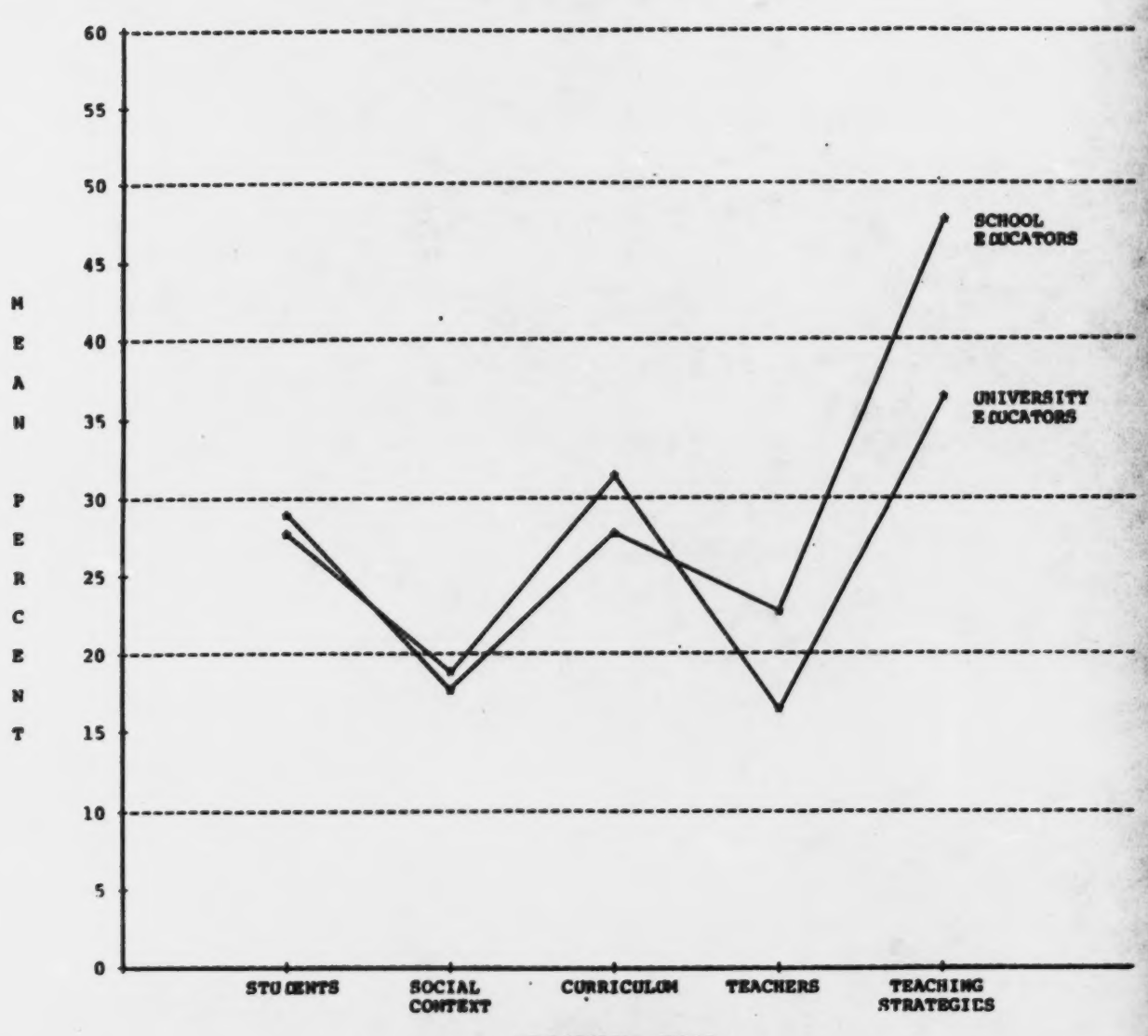

FIGURE 2
PROFILES OF CRUCIAL PROFESSIONAL KNOWLEDGE:
UNIVERSITY AND SCHOOL EDUCATORS

It is interesting to note that of the 60 items representative of professional knowledge, the two groups of teacher educators differ significantly ($p<.05$) on only 12 items. Thus, the patterns of responses for the remaining items are similar for school and university teacher educators. There appears to be high concensus regarding the knowledge objectives for elementary preservice teachers.

A chi-square analysis identifies which statements are more crucial to each group of educators within a pedagogical topic. No significant differences are observed in the 12 items relating to knowledge of students. University educators consider more crucial 3 of the 13 items regarding knowledge of the social context of schooling: legal/political interpretations of the role of schools ($p=.056$), multicultural dimensions of schooling ($p=.017$), and social organization of schools ($p=.033$). University educators rate 2 of 12 items more crucial in knowledge of curriculum: effective ways of deciding what to teach ($p=.033$) and federal, state, and local policies and guidelines of curriculum influence ($p=.040$). Regarding knowledge of teachers, university educators rate more crucial knowledge of the socialization process from preservice to career teacher ($p=.052$) and school educators rate more crucial knowledge for securing and maintaining teaching positions ($p=.050$). The patterns for the remaining 6 items were the same. Five of the twelve observed differences relate to knowledge of teaching strategies. School educators rate the following 5 of 15 teaching strategies items as more crucial knowledge than do university teacher educators: (1, 2, 3) establishing effective working relations with students of diverse backgrounds ($p=.051$), students with special needs ($p=.016$), and other teachers and administrators ($p=.047$); (4) integrating subject matter areas ($p=.026$); and (5) motivating reluctant learners ($p=.007$). Thus, university educators emphasize the more theoretical and/or general knowledge

which underlies the framework of teacher decision-making and school educators emphasize knowledge which relates more directly to immediate and daily teacher decision-making.

Of the reflective teacher items, university educators rate as more crucial than school educators only one item: "ways of examining critically the process of one's own socialization from preservice to career teacher" ($p=.052$). The two groups of teacher educators are similar in their ratings of the reflective-oriented items relating to teaching strategies, curriculum decisions, and examination of educational issues.

In summary, the profile analysis of knowledge objectives considered as crucial for preservice elementary education candidates suggests there are statistically significant differences in the pattern of responses to the five pedagogical topics representative of professional knowledge. The profiles are not parallel in that school educators consider knowledge of teaching strategies and teachers as more crucial whereas university educators consider knowledge of students, social context of schooling and curriculum as slightly more crucial.

Profiles of Educational Beliefs Objectives

Crucial Educational Beliefs

The analysis of the 57 item educational beliefs inventory indicates if school and university profiles significantly differ in the identification of crucial educational beliefs and whether these beliefs are "program-chosen" or "student-chosen." Program-chosen beliefs are those emphasized in the teacher

education program and student-chosen beliefs are these beliefs about which graduates should form their own position regarding the issue underlying the belief statement.

As summarized in Table 7, the grand mean percent of items representing educational beliefs judged as crucial to the collaborative teacher education program is 11.7% for the university educators and 15.9% for the school educators. The profiles are parallel ($p=.505$); however, school educators tend to rate a higher percent of items as crucial uniformly across the five pedagogical

Table 7
Grand Mean Percent of Crucial Educational Beliefs

Pedagogical Topic	University Educators	School Educators
Students	14.0	14.4
Social Context of Schooling	7.7	10.6
Curriculum	9.1	12.1
Teachers	13.8	22.3
Teaching	14.9	22.5
GRAND MEAN	11.7%	15.9%

topics of educational beliefs. While differences exist ($p<.001$) among the means for the five different pedagogical topics, the differences between the two groups of teacher educators are not statistically significant ($p=.228$).

Compared to the knowledge profiles, considerably fewer belief items are rated as crucial. University educators rate as crucial 27.4% of the knowledge items and 11.7% of the belief items. School educators rated as crucial 30.0% of the knowledge items and 15.9% of the belief items. Because the items are

only representative of the pedagogical topics, one cannot state that school educators have a larger number of crucial knowledge and belief objectives than do university educators.

There were nine belief items for which a significant difference between the two groups of teacher educators was present. These nine items suggest the relative emphasis of topics which compose the educational belief profiles as illustrated in Figure 3. Of the 12 belief statements about students, university educators consider as more crucial that risk-taking and making mistakes are essential to social, emotional, and intellectual development ($p=.026$) and school educators consider as more crucial beliefs regarding the importance

INSERT FIGURE 3 ABOUT HERE

of mainstreaming ($p=.055$) and removing disruptive students from class ($p=.006$). Of the thirteen belief statements about curriculum, university educators consider more crucial beliefs that some academic high school subjects are more important than others ($p=.022$) and decisions of what to teach as more important than decisions of how to teach ($p=.043$). One of the eight teacher belief statements is more crucial to school educators: the most important measure of a good teacher is the ability to enhance student academic achievement ($p=.019$). Of the twelve belief statements about teaching, school educators rate more crucial the establishment and enforcement of clear rules of acceptable student behavior ($p=.040$) and diagnosis of student needs as essential to instruction ($p=.007$). Thus, university teacher educators tend to emphasize beliefs which relate to more abstract and general decision-making such as what to teach and principles of learning whereas school educators emphasize beliefs which relate to practical decision-making, i.e. student composition of the class, management of classroom behavior, student instructional needs, and achievement.

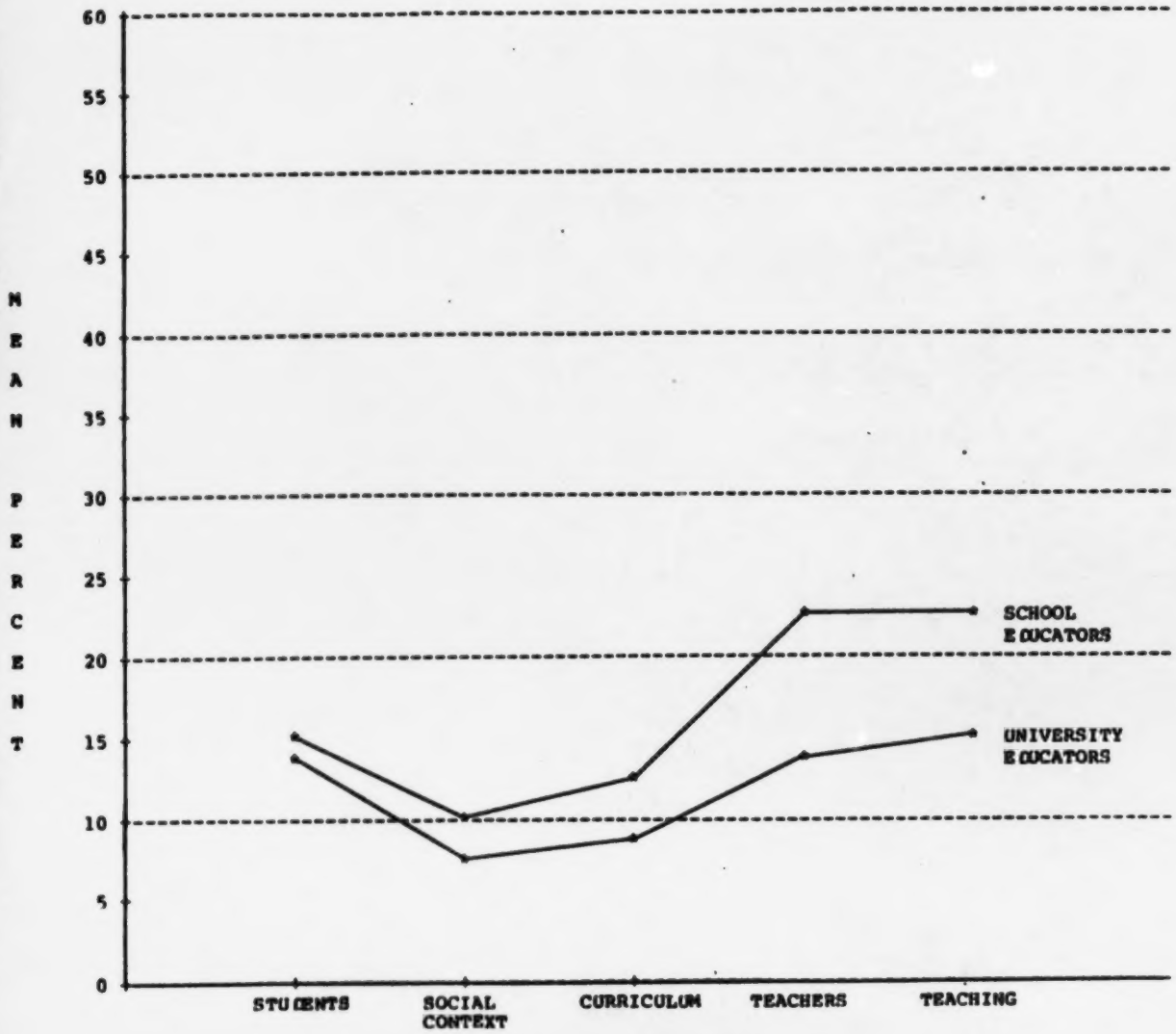

FIGURE 3
PROFILES OF CRUCIAL EDUCATIONAL BELIEFS:
UNIVERSITY AND SCHOOL EDUCATORS

Program-Chosen and Student-Chosen Educational Beliefs

Both groups of teacher educators were asked to classify the 57 belief statements as either "program-chosen" or "student-chosen." Both the program-chosen belief profiles ($p=.60$) and the student-chosen belief profiles ($p=.16$) of the university and school educators are parallel (see Figure 4). As summarized in Table 8, the grand mean percent of items judged as program-chosen beliefs by university educators is 63.7% and by school educators is 72.2%. The grand mean percent of items considered as student-chosen beliefs by the university educators is 21.8% and by school educators is 11.9%. University educators consider that fewer educational beliefs should be program-chosen than do school educators and judge that more educational beliefs should be student-chosen than do school educators.

Table 8
Grand Means of Program-Chosen and Student-Chosen Professional Beliefs

	Program-Chosen Beliefs		Student-Chosen Beliefs	
Pedagogical Topic	University Educators	School Educators	University Educators	School Educators
Students	71.4	78.2	71.3	11.5
Social Context of Schools	57.4	64.0	28.9	16.7
Curriculum	57.7	69.6	24.2	10.4
Teachers	68.3	77.0	15.6	9.5
Teaching	65.5	74.1	20.8	10.8
GRAND MEAN	63.7%	72.2%	21.8%	11.9%

University and school educators rate almost 65 to 73% of all belief statements as program-chosen. It appears that both groups of teacher educators would have 68.5% of the belief statements emphasized in the program and only 16.2% of the belief statements for which students would develop their own position. Furthermore, school educators rate a higher percent of beliefs as program-chosen and a correspondingly lower percent as student-chosen, while university educators allocate more beliefs to student-chosen and a correspondingly lower percent to the program. It would appear that despite these differences, both groups value a large number of educational beliefs. However, not all of these beliefs are crucial. University and school educators consider only 14.1% of the belief statements as crucial (See Table 7).

Of the 12 belief statements about students, university educators consider

INSERT FIGURE 4 ABOUT HERE

as program-chosen more than school educators the importance of risk taking and making mistakes ($p=.501$). For the statement that academic success is essential to the development of a healthy self-concept, about the same percentage of school and university educators felt the belief should be program-chosen (about 72%), but school educators felt much more strongly that preservice teachers should agree with the belief (62% versus 36%). Of the 12 belief statements about the social context of schooling, university and school educators differ on two. School educators believe more strongly that a program-chosen belief is that schools should function as agents to change society rather than as reinforcers of the status quo ($p=.052$). That teachers should offer special encouragement to girls to do well in science and mathematics was considered a

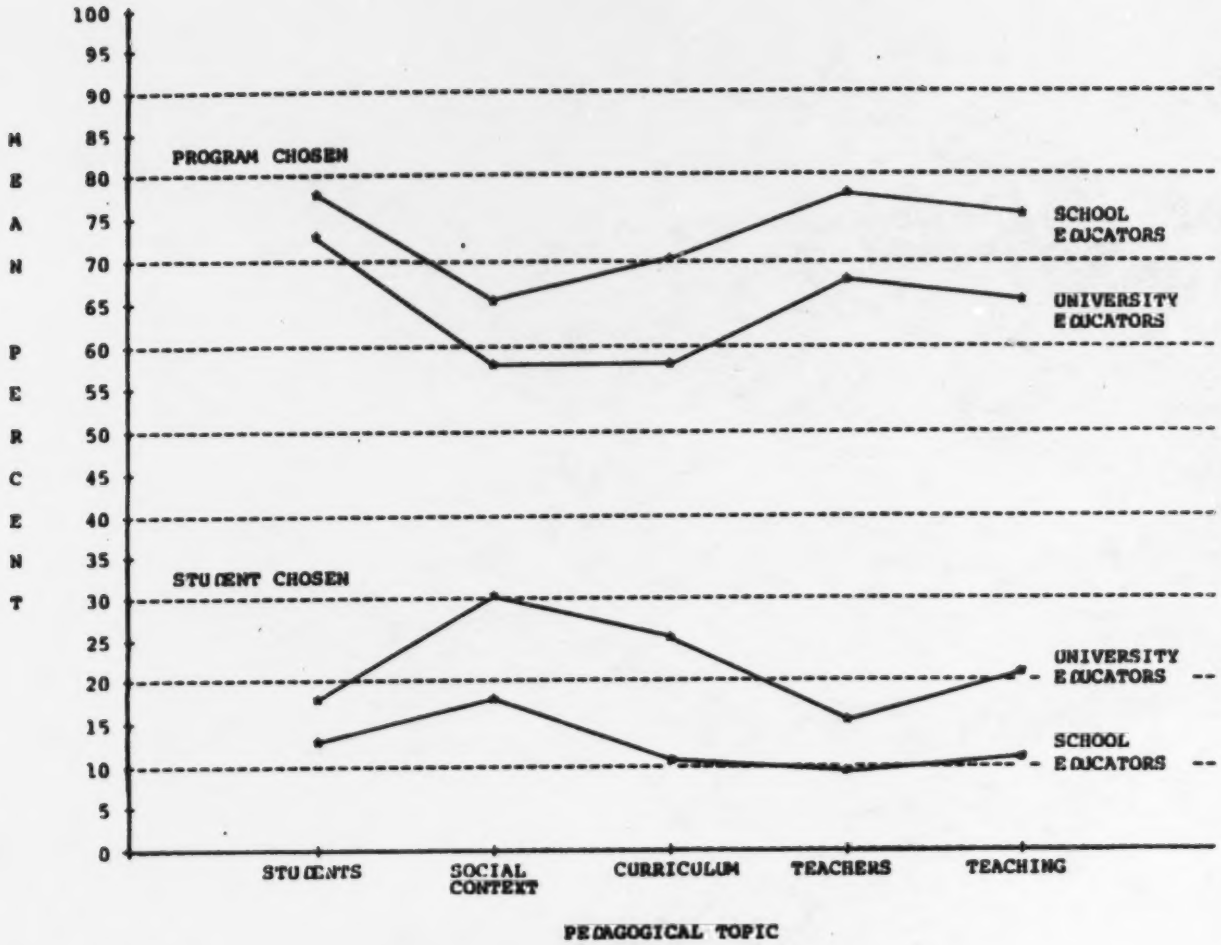

FIGURE 4
PROFILES OF PROGRAM-CHOSEN AND STUDENT-CHOSEN EDUCATIONAL BELIEFS: UNIVERSITY AND SCHOOL EDUCATORS

program-chosen belief by both groups, but most university educators felt that program graduates should agree with the belief while a much larger percentage of school educators felt that program graduates should disagree with the belief ($p=.023$). A greater number of differences occur in statements regarding curriculum and teaching beliefs. School educators view the following as more program-chosen than student-chosen: the ultimate criterion for curriculum decisions is "practical application to daily living" ($p=.001$), 75% of high school course work should be required ($p=.006$), and students should pass high school graduation tests ($p=.008$). Of the 12 statements of teaching beliefs, university educators consider the superiority of learning motivated by intrinsic rewards as more of a programmatic belief ($p=.001$), whereas school educators consider three beliefs as more program-chosen than do university educators: teachers should establish and enforce acceptable student behavior standards ($p=.009$), teachers should use the same standards in evaluating the work of all students ($p=.018$), and teachers should assign one hour of homework in grades 4-6 ($p=.045$). Thus, university educators tend to allocate to the program those beliefs relating to theoretical or abstract issues, i.e., sex equity, learning theories, and self-concept. School educators tend to assign to the program those beliefs relating to particularistic situations or local policies such as amount of required homework or coursework, graduation requirements, grading procedures, and classroom management.

Collaborative Objectives for Generic Professional Knowledge and Educational Beliefs

Several measures were used to identify the collaborative generic objectives. If 50 percent or more of the university educators rated a knowledge or a belief statement as <u>crucial</u> or <u>very important</u> and school educators did like-

wise, the statement is classified as a collaborative objective. Table 9, Professional Knowledge, and Table 10, Educational Beliefs, also report those statements rated as crucial or very important by 60% or more and by 70% or more of both educator groups. In addition, knowledge and belief statements rated as important by 50% or more of one group but less than 50% of the other educator group are identified. This discrepancy measure indicates those statements which represent differences between the two groups in preservice teacher expectations. Finally, the statements rated as not important (less than 50% of each group rates statement as important) preservice teacher knowledge or belief objectives are summarized.

Professional Knowledge

Of the 60 knowledge statements, 36 statements are collaborative objectives, 10 items are discrepancy statements, and 14 statements are not important as preservice teacher objectives. Depending upon the criterion used, one may consider 15 statements as collaborative objectives (70% measure), or 25 statements as collaborative objectives (60% measure), or all 36 statements as collaborative knowledge objectives (50% measure). Because of the relatively large number of collaborative knowledge objectives, we will use the 60% measure for discussion.

Of the 25 collaborative professional knowledge objectives (60% measure), 3 statements relate to students, 2 relate to social context of schooling, 5 relate to curriculum, 2 relate to teachers, and 13 relate to teaching strategies. Preservice teachers should have a substantial knowledge of principles of learning (70% measure), language development and personality development.

The practical aspects of schooling are important: knowledge of characteristics of effective classrooms (70% measure) and effective grouping procedures. Pre-service teachers should know for curriculum development the inherent structure and knowledge in the discipline(s) to be taught as school subjects (70% measure),

INSERT TABLE 9 ABOUT HERE

ways to select, design and modify materials for exceptional students and ways to stay current in a subject area. Knowledge about teachers should focus on characteristics of effective teachers (70% measure) and approaches to teacher decision-making. The 13 objectives relating to teaching strategies, of which 9 are very important to 70% or more of both groups, include techniques to maximize student understanding, working with students of diverse backgrounds and special needs, motivating students in learning and participation, designing courses of study, self-evaluation of one's own classroom performance, and ways to examine one's own biases about instruction.

If one uses for decision-making the 50% measure, then 9 more statements could serve as collaborative objectives. Fifty to 59% of both educator groups rated an additional 6 student statements, 1 schooling context statement, 2 curriculum statements, 1 teacher statement, and 1 teaching strategy statement as crucial knowledge. The statements relating knowledge about students provide general knowledge and theories about cognitive, social, and perceptual-motor development, expectation theories, and characteristics of exceptional children. The remaining statements include diverse areas of knowledge such as the ways in which one comes to know a subject, ways to decide what to teach, professional ethics, etc. In general, these statements tend to provide ways of perceiving students or knowledge development.

TABLE 9

Collaborative Generic Professional Knowledge Objectives

Coded as: *** – 70% or more of both university and school educators rated as crucial or very important

** – 60% or more of both university and school educators rated as crucial or very important

* – 50% or more of both university and school educators rated as crucial or very important

S = students, SC = social context of schooling, C = curriculum, T = teachers, TS = teaching strategies

***	S	1.	Basic principles of learning (e.g., motivation, reinforcement)
**	S	2.	Language development
**	S	3.	Personality development (e.g., Loevinger)
*	S	4.	Cognitive development (e.g., Piaget's stages)
*	S	5.	Social development (e.g., Erikson)
*	S	6.	Perceptual – motor development
*	S	7.	Characteristics of exceptional children (e.g., gifted, physically handicapped)
*	S	8.	Guidelines for teaching specific types of learning outcomes (e.g., guidelines for teaching concepts)
*	S	9.	The effects of teaching practices on students (e.g., expectation theory)
***	SC	10.	Characteristics of effective classrooms
**	SC	11.	Effective ways of grouping students for instruction
*	SC	12.	Characteristics of effective schools
***	C	13.	The content to be taught
***	C	14.	Inherent structure/basic nature of the discipline(s) to be taught as school subjects
**	C	15.	Ways in which knowledge is developed and tested in the discipline(s) to be taught as subjects
**	C	16.	Ways to select, design or modify curriculum materials to meet the needs of exceptional students
**	C	17.	Ways to stay current in a subject area
*	C	18.	Ways in which one comes to know a subject matter
*	C	19.	Effective ways of deciding what to teach
***	T	20.	Characteristics of effective teachers

*** T 21. Effective approaches to teacher decision making

* T 22. Professional ethics

*** TS 23. Monitoring student understanding of subject matter

*** TS 24. Establishing effective working relations with students who come from diverse backgrounds (e.g., different social classes, races, or cultures)

*** TS 25. Establishing effective working relations with students who have special needs (e.g., serious learning problems, visually impaired)

*** TS 26. Implementing classroom management techniques

*** TS 27. Providing instruction that addresses individual needs and achievements

*** TS 28. Designing lessons, units, and courses of study

*** TS 29. Establishing a classroom environment in which students actively take responsibility for themselves and for others in the group

*** TS 30. Motivating reluctant learners

*** TS 31. Maintaining active student participation in classroom tasks

*** TS 32. Identifying the relative strengths and shortcomings of one's own classroom performance

*** TS 33. Ways of examining one's own assumptions and biases about instruction and how these affect one's teaching strategies

** TS 34. Interpreting subject matter exams

** TS 35. Applying effective methods of teaching specific subjects such as reading and mathematics

* TS 36. Establishing effective working relations with other teachers and school administrators

Each educator group views 5 different statements as important objectives but less than 50% of the other educator group agrees, i.e., there is a discrepancy on the knowledge statement. Because both groups do not agree on the same relative importance of the statement, these are not classified as collaborative objectives. However, these 10 statements express desirable preservice teacher knowledge outcomes by one group of educators. University educators rate as more important than do school educators knowledge about moral development, multi-cultural dimensions of schooling, ways of critically examining educational issues and their relationship to practice, and ways of examining one's own rationale for major curriculum decisions and their implications for schooling and society. School educators rate as more important than do university educators knowledge about assessment instruments/procedures, collection and interpretation of information regarding student needs and achievement, existing curriculum projects, developmental sequences (grade level) of content in the school curriculum, and designing and using media techniques. The discrepancy seems to be one of general knowledge and reflective teacher thinking skills (university educators) versus particularistic knowledge about students and curriculum (school educators).

Both groups of educators agree that 14 statements are not important knowledge for preservice teachers. Seven statements relate to the social context of schooling: history of American education, philosophy of education, legal/political/economic interpretations of the role of schools, the influence of communities on schools and vice-versa, and contemporary educational issues. Two curriculum topics not important for preservice candidates are federal, state and local sources of curriculum influence and ways to evaluate curriculum

materials. The remaining five statements considered unimportant are those relating to the development of a career teacher. The study does not address whether this knowledge is crucial in the subsequent development of a professional teacher.

Educational Beliefs

Of the 57 belief statements, 10 are statements of collaborative objectives, 11 are discrepancy statements, and 36 statements are not important as preservice teacher objectives. Depending upon the decision-making criterion, 2 statements are collaborative objectives (70% measure), or 4 statements are collaborative objectives (60% measure), or all 10 statements are collaborative belief objectives (50% measure). Because of the relatively few collaborative belief objectives and the nature of educational beliefs, we will use the 50% measure for discussion.

Of the 10 collaborative educational belief objectives, the highest agreement (70% measure) between the two groups is on statements relating to being a good teacher, i.e., one must be an enthusiastic, life-long learner and one must continually test and refine the assumptions and beliefs that guide his/her approach to teaching. The next highest agreement (60% measure) between the two groups is on statements relating to teaching strategies: teachers should establish and enforce rules of acceptable student behavior and lesson plans should be guided by student learning objectives.

If one uses the 50% measure, then all 10 statements are important as collaborative belief objectives for preservice teachers. Of these 10 statements, 2 relate to students, 1 relates to the social context of schooling, 2 relate to teachers, and 5 relate to teaching strategies. There are no curri-

culum belief statements which more than 50% of both teacher educator groups agreed upon. The 6 additional beliefs are: all students can learn to take responsibility, risk-taking and making mistakes are essential, educational

INSERT TABLE 10 ABOUT HERE

equity is defined as equal opportunities rather than equal achievement, intrinsic learning is better than extrinsic learning, all subject areas can be made interesting, and planning for instruction begins with a diagnosis of student needs.

Fifty percent or more of each educator group rates some beliefs as important objectives but less than 50% of the other educator group agrees, i.e., there is a discrepancy on the belief statement. University educators rate 4 educational beliefs as more important than do school educators, whereas school educators rate 7 beliefs as more important than do university educators. Because both groups do not agree on the same relative importance of these 11 objectives, they are not classified as collaborative objectives. However, these 11 statements express desirable preservice teacher belief outcomes by one group of educators. University educators rate as more important than do school educators beliefs about academic success as essential to self-concept, the relative importance of some high school subjects, decisions about what to teach as more important than decisions about how to teach, and that direct whole group teaching should be used with low income students. School educators rate as more important than do university educators the beliefs that the most important measure of a good teacher is the ability to enhance academic achieve-

TABLE 10

Collaborative Generic Educational Beliefs Objectives

Coded as: *** - 70% or more of both university and school educators rated as crucial or very important

** - 60% or more of both university and school educators rated as crucial or very important

* - 50% or more of both university and school educators rated as crucial or very important

S = student, SC = social context of schooling, C = curriculum, T = teachers, TS = teaching strategies

***	T	1.	To be a good teacher, one must be an enthusiastic, life-long learner.
***	T	2.	To be a good teacher, one must continually test and refine the assumptions and beliefs that guide his/her approach to teaching.
**	TS	3.	The development and delivery of a lesson plan should always be guided by a clear statement of what students are expected to learn.
**	TS	4.	Teachers should establish and enforce clear cut rules for acceptable student behavior.
*	S	5.	All school-aged youngsters are capable of learning to accept responsibility for their own actions.
*	S	6.	Risk taking and making mistakes are essential components of social, emotional, and intellectual development.
*	SC	7.	Educational equity should be defined in terms of equal opportunities to learn rather than equal educational achievements.
*	TS	8.	Learning that is motivated by intrinsic rewards (e.g., needs and interests) is superior to that which is motivated by extrinsic rewards (e.g., grades, special awards, privileges).
*	TS	9.	In even the most demanding subject areas, acquisition of academic knowledge is or can be made interesting and appealing to everyone.
*	TS	10.	Planning for instruction should almost always begin with a systematic diagnosis of student needs.

ment; self-concepts and achievement conform to teacher expectations; students should pass minimum high school graduation competency tests; teachers should expect all students to go beyond minimum competency; and teachers should develop different instructional objectives for each class, provide remediation, and use the same evaluation standards for all students. The discrepancy seems to be one of general educational beliefs about students and curriculum versus particularistic beliefs about the teacher role in relation to students and teaching. Some of these particularistic beliefs seem to be related to school division and state educational policies.

A major finding is that neither educator group rates 36 (63%) of the 57 possible educational beliefs as important preservice teacher objectives. These 36 belief statements are in all pedagogical topics: 7 of the 12 beliefs about students, 11 of the 12 statements about the social context of schooling, 9 of the 13 beliefs about curriculum, 4 of the 8 statements about teachers, and 5 of the 12 beliefs about teaching. As suggested in the profile analysis, both educator groups rate a large number of educational beliefs as program-chosen (university - 63.7%, school - 72.5%), but not all of these statements are rated as very important by 50% or more of both groups. Although both groups value a large number of educational beliefs, the members of each group do not agree among themselves on which beliefs are important and for some items members of each group do not agree on the direction of the belief, i.e., whether preservice teachers should agree or disagree with the statement. It appears that the educational profession can tolerate a wide range of pedagogical beliefs.

Summary

The Teacher Knowledge and Beliefs Inventory (TKBI) was administered to 28 university educators and 36 school educators participating in CoTEEP. The TKBI consisted of 60 professional knowledge items and 57 educational belief items organized by 5 pedagogical topics: students, social context of schooling, curriculum, teachers, and teaching strategies/teaching. A multivariate profile analysis was used to compare the patterns of responses of the two groups of teacher educators to determine generic crucial knowledge and beliefs objectives. Several descriptive measures were used to identify the collaborative generic crucial and very important professional knowledge and educational belief objectives for preservice teachers. The results are summarized below.

1. The profiles of crucial professional knowledge objectives of the two groups of teacher educators differ significantly ($p=.055$). University educators consider knowledge about students, the social context of schooling and curriculum as crucial slightly more than do school educators. School educators consider knowledge about teachers and especially about teaching strategies as crucial more than do university educators. University educators emphasize more the theoretical and/or general knowledge which underlies the framework of teacher decision-making and school educators emphasize knowledge which relates more directly to immediate and daily teacher decision-making (see Figure 2).
2. The profiles of crucial educational belief objectives of the two groups of teacher educators are similar ($p=.505$); however, school educators tend to rate a slightly higher percent of items as crucial uniformly across the five pedagogical topics of educational beliefs.

Differences exist between the two groups of educators in the selection of crucial beliefs, but these differences are not statistically significant. University educators tend to emphasize beliefs which relate to more abstract teacher decision-making such as what to teach and principles of learning whereas school educators emphasize beliefs which relate to practical decision-making, i.e., student composition of the class, management of classroom behavior, identification of student instructional needs, and the priority of student academic achievement (see Figure 3).

3. In the combined group, teacher educators would have 68.5% of the belief statements emphasized in the program and only 16.2% of the belief statements for which students would develop their own position. Furthermore, school educators rate a higher percentage of beliefs as program-chosen and a correspondingly lower percentage as student-chosen while university educators allocate more beliefs to student-chosen and a correspondingly lower percent to the program. However, not all these beliefs are crucial. University and school educators consider only 14.1% of the belief statements as crucial. Furthermore, university educators tend to allocate to the program those beliefs relating to theoretical or abstract issues, i.e. sex equity, learning theories, and self-concept. School educators tend to assign to the program those beliefs relating to particularistic situations or local policies such as amount of required homework or coursework, graduation requirements, grading procedures, and classroom management (see Figure 4).

4. Depending upon the criterion used, both groups of teacher educators rate 15 statements (70% or more measure), 25 statements (60% or more measure), and 36 statements (50% or more measure) as crucial or very important knowledge objectives for preservice teachers (see Table 9). Both teacher educator groups rate highly knowledge of the content and the discipline taught as a school subject, learning principles, and effective approaches to teacher decision-making in curriculum development and teaching strategies which promote student academic achievement (70% and 60% or more measure) and rate less highly theoretical knowledge about student development (50% or more measure). A discrepancy index suggests that university educators rate more often general knowledge and reflective teacher thinking skills as crucial objectives and school educators rate more often particularistic knowledge about students and curriculum resources as crucial objectives.

5. Both groups of teacher educators agree that 14 statements are not important professional knowledge objectives for preservice teachers. Seven statements relate to the social context of schooling, two statements relate to curriculum, and the remaining five statements relate to the development of a career teacher. The study does not address whether this knowledge is crucial in the subsequent development of a professional teacher.

6. Depending upon the criterion used, both groups of teacher educators rate 2 statements (70% or more measure), 4 statements (60% or more measure), or 10 statements (50% or more measure) as crucial or very important belief objectives for preservice teachers (see Table 10).

Both teacher educator groups rate highly beliefs that a teacher must be an enthusiastic, life-long learner and the necessity of continually testing and refining the assumptions and beliefs that guide one's approach to teaching, that student learning objectives should guide lesson planning, and that teachers should enforce rules for acceptable student behavior (70% and 60% or more measure). Both groups rate less highly (50% or more measure) beliefs about the importance of student responsibility and risk taking, educational equity as equal opportunity to learn, and the value of intrinsic rewards in learning and systematic diagnosis of student needs. A discrepancy index suggests that university educators more often rate general educational beliefs about students and curriculum as crucial and school educators more often rate individualistic beliefs about the teacher role in relation to specific students and teaching techniques as crucial. Some of these particularistic beliefs seem to be related to school division and state educational policies.

7. A major finding is that both groups of teacher educators rate 36 (60%) of the 60 professional knowledge statements and only 10 (17.5%) of the 57 educational beliefs statements as <u>crucial</u> or <u>very important</u>. Thus, both educator groups consider a large number of knowledge statements and a relatively small number of belief statements as essential objectives for preservice teachers. Although both groups value a large number of educational beliefs, the members of each group do not agree among themselves on which beliefs are important nor whether preservice teachers should agree or disagree with the statement. It appears that the education profession tolerates a wide range of pedagogical beliefs.

8. Based on the results of this study, it appears that collaborative preservice teacher objectives would consist of primarily professional knowledge and a few selected educational beliefs. Concensus exists on the importance of applied knowledge. In addition, university educators would emphasize general or theoretical knowledge and school educators would emphasize practical (particularistic) knowledge.

CHAPTER 6: SUMMARY AND IMPLICATIONS FOR PROGRAM DEVELOPMENT AND EVALUATION

The Richmond City Public Schools - Virginia Commonwealth University Collaborative Teacher Education Program (CoTEEP) is an innovative collaborative integration of preservice and inservice teacher education. Phase III (1984-1985) planned, developed and implemented several project components: 1) collaborative planning, development and evaluation of program components; 2) collaborative inservice teacher education; 3) a systematic identification of the characteristics of entering preservice teachers; 4) the determination of generic preservice objectives for elementary education majors' professional knowledge and educational beliefs; and 5) organizational changes within and between the school system and university essential to achieve the multiple goals of the project.

The Collaborative Teacher Education Program is innovative in several aspects of teacher education:

1. CoTEEP is collaboratively planned, developed, implemented and evaluated.

2. CoTEEP intends to develop a coherent and internally consistent program for preservice candidates from field placement, to practica, to student teaching, to the completion of the first year of teaching.

3. Inservice teachers and their school settings are recognized as having a major role in the preparation of preservice candidates.

4. Inservice education, similar to preservice education, is viewed as a developmental process from entering teacher, to experienced teacher, to instructional leader, to master or career teacher.

5. CoTEEP intends to integrate preservice, inservice, and consultant (university professors) education in the common goal of teaching effectiveness.

The evaluation design for Phase III is a case study with four sub-studies: description of the collaborative planning and development processes, assessment of the collaborative workshop-seminar series, systematic identification of preservice teacher characteristics, and determination of collaborative generic preservice teacher objectives in professional knowledge and educational beliefs. The focus is to understand and assess the complexities of the development of a collaborative teacher education program.

The evaluation for Phase III is formative; however, specific data will be used for summative evaluation. An overview of the design may be found in Chapter 1 and the procedures for each study may be found in Chapters 2, 3, 4, and 5. The results of each of the four studies are summarized in the next section, followed by implications for program development and evaluation.

Organizational Processes and Accomplishments in the Collaborative Teacher Education Program, Phase III

During Phase III, collaborative organizational processes increased in the planning, development, and evaluation of the teacher education program for preservice and inservice teachers. Organizational processes were both between the university and school system and within each institution. The Planning Committee continued to meet monthly, as it had done in Phases I and II. Meetings were both informative and lively as members attempted to constructively reach consensus on difficult issues. Unanticipated needs were identified, clarified, focused, and actions taken.

The organizational processes leading to action were incremental with built-in feedback mechanisms. As one organization made institutional changes and shared its plan with the second organization, the second organization followed with appropriate changes. Collaboration occurred in developing

program components, identifying the need for school site cores with specific functions, planning the evaluation design for the program, setting preservice teacher objectives, and in changed preservice teacher placement procedures. The accomplishments of the collaborative teacher education program are summarized below.

1. The Consultant Core of 14 university faculty members was established and met twice for planning.

2. The members of school site Cores of 9 to 14 teachers in each of the six sites were identified. At least 4 of these 6 Cores had one or more orientation meetings.

3. The components of the evaluation design were collaboratively developed for preservice teachers assessment. Specifically, a pre- and post-assessment using the Entering Teacher Candidate Survey and the Graduating Teacher Candidate Survey was planned. Recommendations were made to conduct preservice teacher classroom performance assessment if resources were available.

4. Twenty-four teachers were selected and enrolled in a collaboratively planned Workshop-Seminar Series on "Trends in Teaching" to earn five hours of graduate credit, a new arrangement by the university. The Series, presented by five consultants, emphasized patterning and problem-solving as a new teaching trend in K-8 language arts, math, science, concept learning, and using the arts in basic skills. Teaching strategies were presented, demonstrated with children (videotaped by consultant), analyzed in the workshop, applied by each participant in their own classroom, and critiqued by the other participants and consultant.

   The consultants felt the impact of the workshop varied among the teacher participants; however, the process provided teachers with a descriptive knowledge of the strategies and increased self-confidence with problem-solving instructional approaches. Because of the five week format, it was difficult for participants to obtain the necessary background information and skills to effectively use all problem-solving strategies. All five consultants reported spill-over effects to the faculties within the six schools. The assessment of the workshop-seminar series by the inservice teachers was positive. Ninty-five percent of the teachers gained additional insights about the strategies, and over 60% felt more comfortable in supervising a preservice teacher and working cooperatively with other teachers. Teachers were more willing to have a fellow teacher or a preservice teacher view their application of a strategy than a consultant.

5. The university adopted, in response to school system concerns, a "Practicum and Student Teacher Policy and Procedures," established the office of the Director of Undergraduate Clinical Experiences, and cooperatively placed 48 candidates approved for student teaching in 4 school divisions for fall, 1985. Of these 48 preservice teachers, 14 were placed in RPS, 8 of whom were CoTEEP candidates.

6. The university initiated a record keeping system on a microcomputer to maintain student records of all preservice teachers. These records could now be centralized and standardized as compared to the previous policy of housing them with the program division or with the advisor. The university initiated a WYLBUR file on the macrocomputer to maintain a data bank for formal evaluation of the preservice teacher education program.

7. An Entering Teacher Candidate Survey was administered to preservice education students enrolled in their first professional foundation courses, fall, 1984. A summary of the results, "Preservice Teachers: Demographic Characteristics, Career Orientation and Plans, and Educational Beliefs," was presented to the Planning Committee and selected teacher participants and to the VCU School of Education faculty.

   The major finding was that, with few exceptions, preservice teachers are remarkably similar. A preservice teacher profile indicates that preservice candidates are female (over 90%), work (57%), complete similar high school coursework, and participate moderately in high school extracurricular activities and in leadership roles. Nearly two-thirds of all education majors transfer to VCU. The career choice of classroom teaching is typically made after high school (60%) because of a desire to work with children and an opportunity to apply the major field of study. Classroom teaching is viewed as a career ladder which is "good for a woman" with "lots of time off." Although a majority of the candidates expect to earn an advanced degree, they also plan to work as a teacher less than 10 years. Preservice candidates want to enter teaching immediately upon graduation and prefer to work in suburban public schools in Virginia.

   Preservice candidates rate most highly knowledge acquired by experience or practical knowledge. Almost 80% rate experiences as a K-12 student as a "very important source" of knowledge. This finding also relates to the "high confidence" or "complete confidence" preservice teaches express to successfully perform 15 different teaching roles "with no further course work or experience in education."

   Preservice teachers believe the general goals of schooling include the promotion of intellectual growth and emotional growth (self-worth) rather than social reform. Preservice teachers hold remarkedly similar educational beliefs, apparently acquired prior to entering a teacher preparation program. In

other words, preservice teachers hold similar self-selected belief systems about students, the social context of schooling, curriculum, teachers, and teaching strategies.

8. Data were collected from the School of Education faculty (university educators) and a sample of RPS participants (school educators) to determine generic professional knowledge and educational beliefs objectives for preservice teachers (TKBI survey). A summary of the results was presented to the Planning Committee and to the VCU School of Education faculty. The results are summarized below.

a. The profiles of crucial professional knowledge objectives of the two groups of teacher educators differ significantly ($p=.055$). University educators consider knowledge about students, the social context of schooling and curriculum as crucial slightly more than do school educators. School educators consider knowledge about teachers and especially about teaching strategies as crucial more than do university educators.

b. The profiles of crucial educational belief objectives of the two groups of teacher educators are similar ($p=.505$). However, school educators tend to rate a higher percent of items as crucial uniformally across the five pedagogical topics of educational beliefs.

c. Both groups of teacher educators would have 68.5% of the belief statements emphasized in the program and only 16.2% of the belief statements for which students would develop their own position. However, not all these beliefs are crucial. University and school educators consider only 14.1% of the belief statements as crucial.

d. Depending upon the criterion used, both groups of teacher educators rate 15 statements (70% or more), 25 statements (60% or more), or 36 statements (50% or more) as <u>crucial</u> or <u>very important</u> knowledge objectives for preservice teachers. Both teacher educator groups rate highly knowledge of the content and the discipline taught as a school subject, learning principles, and effective approaches to teacher decision-making in curriculum development and teaching strategies which promote student academic achievement (70% and 60% or more) and rate less highly theoretical knowledge about students (50% or more). A discrepancy index suggests that university educators rate more often general knowledge and reflective teacher thinking skills as crucial objectives and school educators rate more often particularistic knowledge about students and curriculum resources as crucial objectives.

e. Both groups of teacher educators agree that 14 statements are <u>not important</u> professional knowledge objectives for preservice teachers. Seven statements relate to the social context of schooling, two statements relate to curriculum, and the remaining five statements relate to the development of a career teacher. The study did not address whether this knowledge is crucial in the subsequent development of a professional teacher.

f. Depending upon the criterion used, both groups of teacher educators rate 2 statements (70% or more), 4 statements (60% or more), or 10 statements (50% or more) as crucial or very important belief objectives for preservice teachers. Both teacher educator groups rate highly beliefs that a teacher must be an enthusiastic, life-long learner and the necessity of continually testing and refining the assumptions and beliefs that guide one's approach to teaching, that student learning objectives should guide lesson planning, and that teachers should enforce rules for acceptable student behavior (70% and 60% or more). Both groups rate less highly (50% or more) beliefs about the importance of student responsibility and risk taking, educational equity as equal opportunity to learn, the value of intrinsic rewards in learning and systematic diagnosis of student needs.

g. A major finding is that both groups of teacher educators rate 36 (60%) of the 60 professional knowledge statements and only 10 (17.5%) of the 57 educational beliefs statements as crucial or very important. Thus, both educator groups consider a large number of knowledge statements and a relatively small number of belief statements as essential objectives for preservice teachers.

h. Based on the results of this study, it appears that collaborative preservice teacher objectives would consist of primarily professional knowledge and few selected educational beliefs. Consensus exists on the importance of applied knowledge. In addition, university educators would emphasize general or theoretical knowledge and school educators would emphasize practical (particularistic) knowledge.

Implications for Continuous Program Development and Evaluation in Phase IV

Based on the results of the evaluation of Phase III of the Collaborative Teacher Education Program, the following implications are made for Phase IV (1986-1987).

1. Some program planning functions may be delegated to the school site to specify activities for preservice and inservice teachers at building level. There needs to be time allocated to the school site Cores for planning and program development. It is expected that some activities will be site-specific and other activities will be coordinated by the Planning Committee.

2. The university generic preservice teacher education program needs to be clearly communicated and understood by all participants. The program structure and its developmental perspective, i.e. Block 1, 2, 3 and 4 with courses, school experiences and evaluation procedures, need to be articulated. Changing project

participants requires that communication of the generic program be continuous.

3. The Planning Committee needs to assist in the implementation of the site-specific inservice education and consultant utilization and to plan for the Master Teacher Seminar scheduled in 1986-1987.

4. The site-specific activities for preservice teachers need to be planned and implemented (1986-1987). Awareness of preservice teacher characteristics and the collaborative preservice teacher objectives can facilitate development of this program component.

5. Formative evaluation needs to be comprehensive and continuous, depending upon feasibility and resources. Feedback mechanisms must be sought and utilized. In addition, evaluation resources must be allocated to all evaluation phases: design, data collection procedures, data analysis and interpretation, and the writing of a formal report. The evaluation design, although planned for 1985-1987, must continually be adjusted to meet changing needs and resources. Specifically, the feasibility of the preservice teacher performance assessment must be coordinated with the program and evaluation components.

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Appendices

Entering Teacher Candidate Survey, Fall, 1984

Consultants Interview Schedule, April, 1985

CoTEEP Questionnaire: EDU 651C, May, 1985

Faculty Generic Teacher Education Objectives Survey, 1985

RPS-VCU Generic Teacher Education Objectives Survey, 1985

Virginia Commonwealth University
School of Education
Entering Teacher Candidates Survey*
Fall, 1989

Student # _____, please also record on the answer sheet.

Instructions:

(A) Please use a soft lead pencil to mark the space on the IBM answer sheet that represents your response.
(B) Mark only one response unless otherwise indicated.
(C) When directed to skip items, be careful to skip the corresponding spaces on your answer sheet.
(D) If, for any reason, you feel uncomfortable providing the information requested in an item, please skip that question and continue on with the survey.

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1. Current major:
   (1) elementary education (early ed., middle ed.)
   (2) secondary education (majoring in Biology, Chemistry, Physics, General Science, English, French, German, Spanish, History/Social Studies, Mathematics, Business, Theatre Arts Ed.)
   (3) Special Education
   (4) K-12 (Art, Music, Physical Education, Health)
   (5) Other. Specify _____.

2. Current enrollment (1) 300 only (2) 301 only (3) 300 and 301

I: HIGH SCHOOL BACKGROUND AND ACTIVITIES

3. Approximately how many students were in your high school class?
   (1) less than 50
   (2) 50-100
   (3) 101-300
   (4) 301-500
   (5) over 500 students

4. Which of the following best describes the setting of the high school from which you graduated?
   (1) Inner-city (2) Urban (3) Suburban (4) Rural

5. Which of the following best describes the type of high school from which you graduated?
   (1) Public (2) Private/Religious (3) Private/Non-religious

*Prepared by Schumacher and CoTEEP Evaluation Committee.

(6-14) What is your best estimate of the number of years of coursework you completed in each of the following subject areas during grades 9 through 12? (If necessary, round up: e.g., 2 1/2 years = 3 years)

	Number of Years:				
	One	Two	Three	Four or more	None
6. English (include lit. & composition)	1	2	3	4	5
7. Natural Science (bio/chem/physics)	1	2	3	4	5
8. Social Science (psych/sociology/anthro)	1	2	3	4	5
9. History/Social Studies	1	2	3	4	5
10. Mathematics (other than general math)	1	2	3	4	5
11. Fine arts (art, music, drama)	1	2	3	4	5
12. Foreign Language	1	2	3	4	5
13. Business/Distrib. Ed. (typing/bookkeeping)	1	2	3	4	5
14. Voc/Tech Ed. (auto mech./home economics)	1	2	3	4	5

15. How many advanced placement courses did you complete during high school?
(1) 1-2 (2) 3-4 (3) 5 or more
If NONE, Did your high school offer advanced placement courses?
(4) Yes (5) No

(16-27) To what extent were you involved in each of the following activities during your high school years?

	Level of Activity/Involvement:			
	None	Some	Moderate	High
16. Choir, band, and/or orchestra	1	2	3	4
17. Theater and/or debate	1	2	3	4
18. School newspaper and/or yearbook	1	2	3	4
19. School sponsored clubs, committees, or organizations	1	2	3	4
20. Interscholastic athletics and/or cheerleading	1	2	3	4
21. Intramural athletics	1	2	3	4
22. Community service or other volunteer activities	1	2	3	4
23. Church related activities	1	2	3	4
24. Travel within the U.S. and Canada	1	2	3	4
25. Travel in foreign countries	1	2	3	4
26. Reading for pleasure	1	2	3	4
27. Part-time paid employment	1	2	3	4

28. Were you elected to the National Honor Society?
(1) Yes (2) No (3) My high school did not have a National Honor Society Chapter

(29-36) Which of the following describe leadership positions you held in high school? (answer "yes" for each description that applies)

Yes	No		
1	2	29.	Editor of school newspaper/yearbook
1	2	30.	Officer or chair of school club/organization/committee
1	2	31.	Student council/government
1	2	32.	Coach or leader of youth activities
1	2	33.	Class officer
1	2	34.	Captain athletics/cheerleading
1	2	35.	Leader school band/choir/theatre
1	2	36.	Other (please specify) _____

(37-43) During high school did you interact with younger children (grades K-8) in any of the following capacities? (Answer "Yes" for each area that applies)

Yes	No		
1	2	37.	Camp counselor
1	2	38.	Coach of Youth Sports
1	2	39.	Sunday school teacher
1	2	40.	Swimming instructor
1	2	41.	Babysitting (other than relatives)
1	2	42.	Other teaching activities involving only one child (e.g., tutoring, piano lessons)
1	2	43.	Other teaching activities involving groups of children

44. Did any of the activities you checked in items 37-43 involve working with handicapped children?
(1) Yes (2) No (3) Not Applicable (I did not participate in any of these activities)

II. COLLEGE BACKGROUND.

45. At what age did you first realize you would be going to college?
(1) During grade school years or earlier
(2) During my junior high/middle school years
(3) During high school
(4) After high school
(5) I have expected to go to college for as long as I can remember

46. Did you transfer to VCU from some other college/university?
(1) Yes (2) No

47. What is your current class status?
(1) Freshman
(2) Sophomore
(3) Junior
(4) Senior
(5) Post B.A., B.S. degree

48. Do you intend to earn a second teaching endorsement in addition to the certification you are currently working on?
(1) No (2) Undecided If YES, indicate if it is (3) K-4, (4) 4-8, or (5) 8-12

(49-51) Have you participated in one or more of the following remedial classes at VCU or at another college or university?

49. Math
(1) No
If Yes, was this participation required?
(2) Yes
(3) No

50. Reading
(1) No
If Yes, was this participation required?
(2) Yes
(3) No

51. Writing
(1) No
If Yes, was this participation required?
(2) Yes
(3) No

52. About how many papers (five or more typed pages in length) have you been required to write in college?
(1) None (2) 1-4 (3) 5-8 (4) 9-12 (5) more than 12

(53-57) How would you rate the quality of academic advice you have received from each of the following sources?

	Inadequate	Adequate	Helpful	No Interactions of this type
53. Advisor in your major field of study	1	2	3	4
54. School of Education program advisor	1	2	3	4
55. Other college instructors	1	2	3	4
56. Parents/family	1	2	3	4
57. Friends/classmates	1	2	3	4

III: CAREER PLANS

(58-71) How much confidence do you have in your ability to successfully perform each of the following teaching roles with no further coursework or experience in education?

	Level of Confidence				
	Little or No Confidence	Some	Moderate	High	Complete Confidence
58. Maximizing student understanding of subject matter	1	2	3	4	5
59. Deciding what content to teach	1	2	3	4	5
60. Designing lessons, units, and courses of study	1	2	3	4	5
61. Establishing effective working relations with students who come from diverse backgrounds (e.g., different social classes, races, or cultures)	1	2	3	4	5
62. Establishing effective working relations with students who have special needs (e.g., serious learning problems, visually impaired)	1	2	3	4	5
63. Establishing effective working relations with other teachers and school administrators	1	2	3	4	5
64. Managing the classroom environment in a way which minimizes discipline problems	1	2	3	4	5
65. Establishing a classroom environment in which students actively take responsibility for themselves and for others in the group	1	2	3	4	5
66. Collecting and interpreting information regarding student needs and achievements	1	2	3	4	5
67. Applying effective methods of teaching specific subjects such as reading and mathematics	1	2	3	4	5
68. Providing instruction that addresses individual needs and achievements	1	2	3	4	5
69. Making instructional decisions in a sound and defensible manner	1	2	3	4	5
70. Motivating reluctant learners	1	2	3	4	5
71. Maintaining active student participation in classroom tasks	1	2	3	4	5
72. Identifying the relative strengths and shortcomings of your own classroom performance	1	2	3	4	5

(73-78) If you are offered two different teaching positions (or two different jobs in the field you are most eager to enter), how important will each of the following factors be in deciding which of the two offers you will accept?

	Level of Importance			
	Critical	High	Moderate	Low
73. Opportunity for professional advancement	1	2	3	4
74. Location close to family or relatives	1	2	3	4
75. Other aspects of geographical location	1	2	3	4
76. Salary/fringe benefits	1	2	3	4
77. Intellectual stimulation of workplace	1	2	3	4
78. Affective/interpersonal climate of workplace	1	2	3	4

79. Do you intend to search for a job somewhere in Virginia?
(1) Yes
(2) No

80. Would you be willing to leave Virginia to take a job in another state?
(1) Yes
(2) Possibly
(3) No

81. Which of the following best describes where teaching fits into your current career plans?
(1) Teaching is the only career I am considering at this point in time.
(2) Teaching is my first choice of the careers I am considering.
(3) Teaching has some appeal, but it is not my first choice among careers I am considering → Skip to item 128
(4) I do not intend to become a teacher

82. Do you hope to find a teaching position immediately after college graduation?
(1) Yes
(2) No - I plan to go to graduate school first
(3) No - I plan to work in another field first
(4) No - I plan to do something else for a while (e.g., travel, attend to family responsibilities, etc.), then look for a teaching position.

(83-85) Assume that your first job after graduating from college is that of a full-time teacher.

83. At what level would you initially prefer to teach? (please check only ONE response)
(1) Preschool
(2) Early elementary
(3) Upper-elementary
(4) Middle school/junior high
(5) Senior high school

84. Which of the following best describes the school setting in which you would prefer to work?
(1) Inner city (2) Urban (3) Suburban (4) Rural (5) No preference

85. In what type of school would you prefer to work?
(1) Public (2) Private/Religious (3) Private/Non-religious (4) No preference

(86-97) The following is a list of resources from which you might gain the knowledge that will prepare you to teach. Use the following scale to indicate the extent to which each source would contribute to the professional knowledge you need for teaching.

Scale: 1 = crucial source of professional knowledge
2 = very important source
3 = important source
4 = somewhat important source
5 = limited source of professional knowledge

86. Courses in the content area you intend to teach (e.g., your major field of study or your teaching major and minor).
87. General university courses (i.e., courses that satisfy the university's general studies requirement, not those offered by the School of Education).
88. Courses that focus on methods of teaching (e.g., methods of teaching reading, science social studies, etc.).
89. Educational psychology courses (e.g., human development and learning, pupil evaluation, psychology in the classroom).
90. Course in the foundations of education.
91. Courses that require field experiences in the schools.
92. Participating in research projects that focus on teaching or teacher education.
93. Reading books or articles you have selected that deal with education or your major field of study.
94. Experiences in schools that are a part of the teacher preparation program (e.g., practicum and student teaching).
95. Your observations and experiences as a kindergarten through 12th grade student.
96. Working with groups of children in non-school settings (e.g., Sunday school teacher, camp counselor).
97. On-the-job experience as a teacher.

(98-116) The questions you will answer in items 98-116 will be based on your current career plans. Do you intend to pursue a career in teaching?

(A) Yes - Why do you want to become a teacher?
(B) No - If you were to seriously consider teaching as a career, what characteristics of the role of a teacher would appeal to you?

Briefly reflect on your response to the appropriate question (A or B) above. Then answer "yes" whenever any of the statements in items 98-116 reflect reasons why you want to become a teacher (question A) or characteristics of the teaching role that appeal to you (question B). Please answer "yes" if, and only if, the stated characteristic is truly important to you. Otherwise, answer No.

Yes	No		
1	2	98.	Teaching provides an opportunity to be creative.
1	2	99.	I believe that the quality of education must be improved.
1	2	100.	I love to work with children.
1	2	101.	I have always enjoyed school.
1	2	102.	Teaching provides an opportunity to help others who are less fortunate than myself.
1	2	103.	Teaching is a good career for a woman - relatively easy to interrupt for raising a family and then to resume.

Yes	No		
1	2	104.	I was not as successful as I had hoped to be in course that would have prepared me for my initial choice of careers.
1	2	105.	People I respect have encouraged me to become a teacher.
1	2	106.	Teaching provides an opportunity to apply what I have learned in my major field of study.
1	2	107.	Teaching and scholarship go hand in hand.
1	2	108.	Although the salaries of teachers may not be very high, they are at least adequate.
1	2	109.	Teachers have a lot of time off, especially during the summer.
1	2	110.	Teaching will give me the opportunity to do other things I want to do such as counseling, coaching, or school administration.
1	2	111.	Through teaching I can help students gain a sense of personal achievement and self esteem.
1	2	112.	Through teaching, I can help students develop an appreciation for cultures other than their own.
1	2	113.	I can make better use of my abilities in teaching than in other careers I might enter.
1	2	114.	Through teaching, I can help students gain knowledge and understanding of subject areas I consider important.
1	2	115.	Teaching is more likely to provide a sense of personal achievement and satisfaction than is true of other careers I might enter.
1	2	116.	Through teaching, I can help youngsters become excited about learning new things.

117. At what age did you first realize you wanted to become a classroom teacher?
(1) During grade school years or earlier
(2) During junior high/middle school years
(3) During high school
(4) After high school
(5) I have planned to become a teacher for as long as I can remember

118. Can you identify an individual who was particularly influential in your decision to become a teacher?
(1) No
If Yes, who was most influential? (Check one)
(2) mother/father
(3) other close relative
(4) former teacher
(5) other (please specify) _____

119. If you are successful in finding a job, what is your "best guess" of the length of time you will work as a teacher?
(1) less than 5 years
(2) 5 to 10 years
(3) more than 10 years —> please SKIP to item 121

120. Why do you think you will leave teaching?
(1) To take (or prepare for) a more advanced position within the field of education
(2) To raise a family
(3) To change to (or prepare for) a career outside of education
(4) Other (please specify) _____

IV: GENERAL ORIENTATION TO TEACHING:

121. Which of the following would bring you the greatest sense of satisfaction as a teacher? To be recognized for your ability to...
(1) work effectively with students who come from diverse backgrounds (e.g., different social classes, races, or cultures)
(2) promote high levels of academic achievement
(3) successfully encourage youngsters to accept responsibility for their own beliefs and actions

122. Which of the following do you feel will be most essential to your success as a teacher?
(1) ability to communicate knowledge at a level students understand
(2) ability to establish a cooperative learning environment where students take responsibility for their own learning and that of others
(3) ability to identify and process information that should be considered when making important educational decisions
(4) ability to respond appropriately to differences in the academic, social, and cultural backgrounds of individual students

123. In which of the following areas are you most likely to excel?
(1) establishing classroom routines that ensure that students are engaged in productive activities throughout each lesson
(2) designing lessons or instructional units that deal with topics that are not covered in the textbook or other classroom resources
(3) mediating conflicts among students

124. Which of the following do you view as most challenging?
(1) Making informed decisions about what your students need to learn.
(2) Motivating all students to learn the subjects you are teaching.
(3) Establishing rapport with students whose values and cultural backgrounds are different from your own.
(4) Establishing a classroom environment in which students treat all of their classmates with dignity and respect.

125. With which of the following students would you prefer to work?
(1) A highly motivated, enthusiastic learner.
(2) A student with a moderate level of academic motivation.
(3) One who must be challenged or somehow motivated to learn.

126. Which of the following statements provides the best description of how you hope your students will remember you 20 years from now?
(1) I taught them to accept responsibility for their own beliefs and actions.
(2) I was very sensitive to differences in the needs and abilities of individual students.
(3) I pressed students to perform at their highest possible levels of academic achievement.

127. Which of the following events would bring you the greatest sense of pride as a teacher?
(1) To learn that an outstanding student in the senior class told several others that you are the teacher from whom she learned the most.
(2) To learn that another graduating senior told several others that you are the teacher who contributed the most to her self-confidence.

V: GENERAL ORIENTATION TO EDUCATION:

NOTE: For some of the items in this section, it will be necessary for those of you who do not intend to become a teacher to answer as if your first job after college graduation is classroom teaching.

(128-129) General goals of schooling include:
(1) To promote intellectual growth (e.g., gaining academic knowledge and understanding; learning how to learn)
(2) To enhance emotional growth (e.g., coping with emotional stress; developing a sense of dignity and self worth)
(3) To facilitate social growth (e.g., respecting the rights and values of others; accepting social responsibilities)

128. Which of the goals listed above do you view as most important?

129. Which goal do you view as least important?

130. Which of the following qualities is most characteristic of exceptional teachers you have known?
(1) knowledge of the subject matter
(2) personal interest in individual students
(3) sensitivity to the cultural backgrounds of students
(4) skills in classroom management

(131-132) When students fail to achieve intended goals or objectives, that failure may be attributed to one of the following sources...
(1) student's home background
(2) student's lack of intellectual ability
(3) student's indifference or lack of academic motivation
(4) teacher's failure to consider the unique interests/abilities of students
(5) teacher's failure to use effective methods of teaching

131. Which of the entries listed above do you believe is the most frequent source of academic failure?

132. Which of these do you believe is the least frequent source of academic failure?

VI: GENERAL BACKGROUND INFORMATION

133. What was the highest education level attained by your MOTHER or FATHER?

(1) Grade school
(2) High school graduate
(3) College graduate
(4) Master's Degree (M.S., M.S.)
(5) Ph.D., M.D., D.D.S. or other advanced professional degree

134. When you entered VCU, what was the approximate combined annual income of your parents or your income if you are self-supporting?

(1) do not know
(2) less than $20,000/year
(3) between $20,000 and $30,000
(4) between $30,000 and $50,000
(5) more than $50,000/year

135. Sex: (1) Female (2) Male

136. Marital Status: (1) Single (2) Married (3) Separated (4) Divorced (5) Widowed

137. Ethnic background:
(1) White/Caucasian
(2) Asian American/Pacific Islander
(3) Black/Afro-American
(4) Hispanic/Chicano
(5) Other (please specify) _____

138. Age: (1) 19 or younger
(2) 20
(3) 21
(4) 22-30
(5) over 30 years of age

139. What is the highest degree you intend to earn?
(1) Bachelor's (B.A., B.S.)
(2) Master's (M.A., M.S.)
(3) Specialist (Ed.S.)
(4) Ph.D., Ed.D. or other advanced degree
(5) Not sure/Undecided at this time

140. How many siblings (including yourself) are in your family?
(1) one
(2) two
(3) three
(4) 4 to 7
(5) 8 or more

141. Do you have a job at the present time?
(1) No
If yes, about how many hours do you work each week?
(2) 1 to 5 hours
(3) 6 to 10 hours
(4) 11 to 20 hours
(5) more than 20 hours per week

(142-143) During a typical week within the academic term, about how many hours do you spend...

142. Studying or doing other forms of school work?

143. Doing community service or other volunteer work?

Key to items 142 and 143: (1) no time devoted to these activities
(2) less than ten hours per week
(3) 10 to 15 hours per week
(4) 16 to 20 hours per week
(5) more than 20 hours per week

VII.

Educational Beliefs Inventory

Instructions:

(A) Please use a soft pencil to mark the space on the IBM answer sheet that best represents your response.

(B) If, for any reason, you feel uncomfortable responding to an item, please skip that statement and continue on with the survey.

(C) Please indicate the extent to which you agree with each of the following statements:

Key: (1) Strongly agree
(2) Agree
(3) Neither agree nor disagree
(4) Disagree
(5) Strongly disagree

144. A student's overall level of intelligence is determined primarily by the environment.

145. Only those students whose intelligence is well above average are capable of learning advanced science and mathematics.

146. Given the opportunity to choose, high-school aged students will make viable decisions about what they need to learn.

147. All school-aged youngsters are capable of learning to accept responsibility for their own actions.

148. Special efforts should be made to mainstream as many handicapped children as possible into the regular classroom.

149. Learning that is motivated by intrinsic rewards (e.g., needs and interests) is superior to that which is motivated by extrinsic rewards (e.g., grades, special awards, privileges).

150. One of the most effective ways for teachers to increase motivation is to stimulate competition among students.

151. Risk taking and making mistakes are essential components of social, emotional, and intellectual development.

152. A variety of face-to-face interactions with individuals from diverse cultures will not necessarily promote understanding and acceptance of those cultures.

153. Teachers should establish and enforce clear cut rules for acceptable student behavior.

154. Teachers should use the same standards in evaluating the work of all students in the class.

155. Academic success is essential to the development of a healthy self-concept.

156. Self-concepts and levels of academic achievement of individual students tend to conform to the expectations of their teachers.

KEY: (1) Strongly Agree
(2) Agree
(3) Neither agree nor disagree
(4) Disagree
(5) Strongly disagree

157. Teachers should expect all of their students to go beyond "minimum competency" levels that have been identified for their subjects.

158. In even the most demanding subject areas, acquisition of academic knowledge is or can be made interesting and appealing to everyone.

159. No matter how hard they and their teachers try, some students who are placed in regular classrooms will never master all of the basic skills in reading and mathematics.

160. Schools should function as agents to change society rather than as reinforcers of the status quo.

161. Teachers should not relate to students as personal friends.

162. In all likelihood, an elementary school student who has outstanding abilities in mathematics also has outstanding abilities in reading and social studies.

163. Teachers should strive to establish an informal, student-centered classroom rather than a businesslike, teacher-centered atmosphere.

164. To provide equal educational opportunities, schools must allocate more resources (personnel and financial) to some groups of students than to others (e.g., gifted, physically handicapped, culturally disadvantaged).

165. The major obstacle to educational reform is teachers' lack of willingness to change.

166. Educational equity should be defined in terms of equal opportunities to learn rather than equal educational achievements.

167. Schools can reduce racism among students.

168. Nearly all parents are supportive of teachers and schools.

169. Teachers should be given considerable latitude in deciding what content to teach in their own classrooms.

170. Most gifted students can be best served in special schools or centers.

171. Teachers with a preponderance of low income students should rely primarily on teacher directed, whole group instruction.

172. Some academic subjects offered in high school are more important than others.

173. In general, teachers should view decisions of "what to teach" as more important than decisions of "how to teach."

174. Teachers in grades 4-6 should assign at least one hour of homework every night.

KEY: (1) Strongly agree
(2) Agree
(3) Neither agree nor disagree
(4) Disagree
(5) Strongly disagree

175. If a school district can finance only one local special needs program, that program should be for academically gifted students rather than for slow learners.

176. The ultimate criterion in deciding what to include in the curriculum should be: "Does this content have practical application in daily living?"

177. With the exception of specialized programs, all schools in a district ought to teach the same topics in a given grade and/or subject area.

178. It is a teacher's responsibility to identify, and compensate for examples of cultural or sexual stereotyping in textbooks and other instructional materials.

179. At least 75% of the coursework students complete during high school should be required courses rather than electives.

180. Teachers should offer special encouragement to girls to do well in science and mathematics.

181. Instructional programs that seek to address interdisciplinary problems or themes (e.g., energy crisis, social equity) are generally superior to those that treat subject matter as isolated disciplines.

182. Students should be required to pass tests in reading, writing, and mathematics in order to graduate from high school.

183. At least 25% of the courses offered in a high school should be specifically designed to make schools more tolerable for low achieving students.

184. Outstanding teachers should receive higher salaries than other teachers who have same level of seniority.

185. Subject-matter courses should stress the way knowledge is developed and tested in the corresponding academic disciplines (e.g., why statements are or are not accepted as historical facts).

186. Because each group of students has a unique set of needs, teachers should develop different instructional objectives for each class.

187. Learning any subject is serious business; it doesn't have to be fun.

188. Most students want teachers to assume an authoritative stance in the classroom.

189. To be a good teacher, one must be an enthusiastic, life-long learner.

190. Planning for instruction should almost always begin with a systematic diagnosis of student needs.

191. Teachers are obliged to provide all of their students with the remediation necessary to achieve mastery of essential knowledge and skills.

KEY: (1) Strongly agree
(2) Agree
(3) Neither agree nor disagree
(4) Disagree
(5) Strongly disagree

192. Students who disrupt class activities day after day should be removed from regular classrooms.

193. When making educational decisions, teachers should rely on what "feels right" rather than on "what available information suggests is right" whenever these two sources conflict.

194. In general, the more a teacher knows about a subject, the better able s/he is to teach the subject effectively.

195. In general, the more courses a teacher has taken on methods of teaching a subject matter, the better able s/he is to teach the subject effectively.

196. The most important measure of a good teacher is that teacher's ability to enhance the academic achievement of students.

197. To be a good teacher, one must continually test and refine the assumptions and beliefs that guide his/her approach to teaching.

198. The development and delivery of a lesson plan should always be guided by a clear statement of what students are expected to learn.

199. It is fair to regular students for teachers to devote more time and attention to mainstreamed or other exceptional students.

200. When a teaching strategy works in one class, it is very likely to work in a different class with the same age group, subject, and teacher.

Place your IBM answer sheet inside your Survey Booklet. Check that your Social Security number is on both the Survey Booklet and answer sheets.

Thank you...We sincerely appreciate your cooperation in completing this survey.

Educational Belief Inventory prepared by D. Freeman and
the Undergraduate Program Evaluation Committee,
College of Education, Michigan State University

CONSULTANTS INTERVIEW SCHEDULE
April, 1985

Name: _____ Date: _____

Topic: _____ Time: _____

Introduction: I was assigned to do the CoTEEP evaluation. I would like you to tell me what you did in your workshop and your perceptions of what was suppose to occur and what actually did occur. I'm also trying to give feedback to the Planning Council on any suggestions you might have. All data is confidential and only verified findings will be reported.

Overview of Consultant's Sessions

1. Could you tell me what happened in the four contact sessions of your workshops?

___ pass outs

___ videotaping

___ session 1

___ session 2

___ session 3

___ session 4

Impact on Teachers

How did you expect the teachers to be different from having participated in your part of the workshop seminar?

2a. teaching application:

2b. teacher decision-making in:

____ planning:

____ using strategies:

____ evaluation of students:

Teacher Difficulties

3. What did you expect the teachers to have most difficulty?

Unexpected Consequences

4. Do you know of any unexpected results or spill-over effects?

Consultant's Techniques

5. I'm curious. What did you learn about the ideas or teaching strategies you presented to this group? Useful? Practical? Impossible?

Planning Committee Feedback

6. What unanticipated problems, identified needs, or suggestions do you have which would be useful to the Planning Committee?

THANK YOU FOR YOUR TIME AND I REALLY APPRECIATE YOUR INSIGHTS AND SUGGESTIONS.

Summary Notes

CoTEEP QUESTIONNAIRE
EDU 651C: "Investigations and Trends in Teaching" Workshop-Seminar
May, 1985

Your responses to this questionnaire will help evaluate the workshop-seminar phase of the Collaborative Teacher Education Project (CoTEEP) and help determine the activities for next year. There are no right or wrong answers. All information will be kept confidential. Thank you for your cooperation.

Check highest degree. _____ Bachelor's degree
_____ Master's in _____
_____ Advanced Certificate in _____

My last graduate course in education was taken in _____ (year).

My current teaching assignment is _____.
(grade and/or subject/program)

I supervised VCU practicum and/or field placement students during the last three years (Check one).
_____ Yes _____ No

I supervised a student teacher during the last three years (Check one).
_____ Yes _____ No

For each of the following statements, please check the column which most closely represents your opinion. The term "consultant" refers to the university professors who participated in the workshop-seminar. The term "pre-service teacher" refers to any VCU field placement, practicuum or student teacher.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I enjoyed taking a university course with only Richmond City teachers.	___	___	___	___
2. Taking the workshop-seminar with other teachers from my building was beneficial to me.	___	___	___	___
3. My building administrator(s) was (were) interested in what I was doing in the workshop-seminar.	___	___	___	___
4. I liked the topics because they touched on most parts of the school curriculum.	___	___	___	___
5. Each part of the workshop-seminar was beneficial to me: presentation and passouts, videotaped demonstration, my application, analysis of my application, and sharing my application with others.	___	___	___	___
6. I enjoyed having 5 different consultants in one course.	___	___	___	___
7. The purpose of showing a videotape demonstration is to judge the consultant.	___	___	___	___
8. The consultant's videotape helped me understand how to apply the strategy with students.	___	___	___	___
9. The tape helped me to see how the consultants analyzed their demonstrations.	___	___	___	___
10. It helped me to hear how other teachers analyzed the videotapes.	___	___	___	___
11. I learned more about the strategy when I applied it myself in a classroom.	___	___	___	___

	Strongly Agree	Agree	Disagree	Strongly Disagree
12. I had adequate time to use the strategy with students.	___	___	___	___
13. I found it difficult to figure out why a strategy "worked" or did "not work" with my students.	___	___	___	___
14. I gained additional insights about the strategy from other teachers sharing their classroom applications.	___	___	___	___
15. Many of the principles of teaching emphasized in the workshop-seminar are applicable to all school subjects.	___	___	___	___
16. The workshop-seminar met my expectations.	___	___	___	___
17. I have more knowledge about some recent teaching trends because of the workshop-seminar.	___	___	___	___
18. I prefer workshops which focus more in-depth on one or two teaching strategies rather than five strategies.	___	___	___	___
19. I would like the consultants to observe my application of the strategy.	___	___	___	___
20. The workshop format (presentation-demonstration-application-analysis-sharing) is more beneficial than a half-day workshop of presentation/lecture.	___	___	___	___
21. The workshop format (presentation-application-analysis-sharing) is more beneficial than the typical university course.	___	___	___	___
22. The teaching strategies presented by the consultants were "new" to me.	___	___	___	___
23. I found most students responded positively to these "new" strategies.	___	___	___	___

	Strongly Agree	Agree	Disagree	Strongly Disagree
24. In using the strategies, I gained additional insights about my students as individuals.	___	___	___	___
25. In using the strategies, I gained additional insights about how my students learn.	___	___	___	___
26. In using the strategies, I gained additional insights about how to evaluate students.	___	___	___	___
27. I already knew how to plan a lesson with most of these strategies.	___	___	___	___
28. I gained additional insights about how to analyze a lesson from the workshop-seminar.	___	___	___	___
29. I gained additional insights about myself as a professional teacher from the workshop-seminar.	___	___	___	___
30. Next year I plan to develop additional teaching strategies based on what I have learned.	___	___	___	___
31. I discussed some of the strategies with teachers not in the workshop.	___	___	___	___
32. I shared the work my students completed (when I applied the strategy) with teachers not in the workshop.	___	___	___	___
33. I shared some of the consultants' passouts with teachers not in the workshop.	___	___	___	___
34. I discussed with an administrator or team leader ways to share with other teachers what I learned.	___	___	___	___
35. This workshop-seminar will enable me to better supervise preservice teachers.	___	___	___	___
36. I would feel comfortable in demonstrating these strategies with my students to pre-service teachers.	___	___	___	___

	Strongly Agree	Agree	Disagree	Strongly Disagree
37. I feel more comfortable in analyzing a preservice teacher's performance after this workshop.	___	___	___	___
38. I feel comfortable in sharing a strategy I learned with my fellow teachers.	___	___	___	___
39. I feel comfortable in cooperatively working with another teacher in developing a classroom strategy for them to use.	___	___	___	___
40. I feel comfortable in demonstrating with my students for other teachers to observe.	___	___	___	___
41. I feel comfortable in sharing a videotape of my classroom demonstration with my fellow teachers.	___	___	___	___
42. The purpose of showing a videotape demonstration to teachers is to learn how to analyze and constructively criticise the strategy.	___	___	___	___

43. A. Of the five strategies you applied, which ones were most useful?

_____

_____

_____

B. Why? _____

_____

_____

44. A. Of the five strategies you applied, which ones were least useful?

_____

_____

_____

B. Why? _____

_____

_____

45. If short, follow-up workshop-seminars are held next year, which topics would you attend? (Check as many as you are interested in.)

_____ mathematics
_____ basic skills through the arts
_____ intergrating reading and writing
_____ approaches to slow learners
_____ science
_____ how teachers can reach out to parents
_____ a topic identified by the CoTEEP core at my school
_____ other: _____

46. I would like to see classroom demonstrations.

_____ yes _____ no

If yes, by whom? (Check one)

_____ consultant
_____ a project teacher
_____ both of the above

47. I would like to take the Instructional Leadership seminar to learn more about working with VCU preservice teachers next year.

_____ yes _____ no

Virginia Commonwealth University

FACULTY GENERIC TEACHER EDUCATION OBJECTIVES SURVEY

MEMORANDUM

TO: School of Education Faculty

FROM: Charles P. Ruch

DATE: February 19, 1985

For a number of important reasons including program review, redesign and future accreditation, it has become necessary to develop a clear understanding of the general program objectives and/or values that undergird our teacher preparation programs. Hence, this faculty-wide survey.

In the attached survey you are asked to identify a representative sample of the areas of knowledge and of beliefs that your interpretation of program goals suggests are central (generic) to the teacher education program in which you participate. This includes participation at either or both the undergraduate and/or graduate levels.

At this point the Teacher Education Evaluation Committee (CoTEEP) does not expect faculty to be unanimous in their interpretation of a program's objectives. Rather, it is anticipated that the results will stimulate discussions directed toward common (generic) descriptions of desired program outcomes.

Open-ended sections are provided to add programmatic objectives that are not in the instrument.

The survey requests identification of the Core or degree program in which you participate. Individuals will never be identified in written reports. Data in summary form will be shared with the faculty and will be available as we consider an extended program format.

Thank you for your cooperation. Please return your survey to Dr. Sally Schumacher, School of Education, Oliver Hall, Room 4069 at your earliest convenience, and by Friday, March 8, 1985.

I recognize that such activities take time. Please consider this one time only request as an investment in our program development efforts. The full participation of all faculty will be to our mutual benefit.

School of Education • Oliver Hall-South • 1015 West Main Street • Richmond, Virginia 23284-0001

PART I - PROGRAM PARTICIPATION

1. My primary teaching responsibility is in the VCU School/College of (check one):

   _____ Education
   _____ Business
   _____ Arts
   _____ Humanities and Sciences
   _____

2. During 1983-84 and/or 1984-85 I taught one or more required undergraduate courses for elementary/secondary education majors (check one):

   _____ Yes
   _____ No

3. In the School of Education, my primary teaching responsibility is in one of the following Core/educational programs (check one):

   _____ Foundations
   _____ Special Education
   _____ Occupation Education
   _____ Physical Education
   _____ Health Education
   _____ Early Childhood Education
   _____ Elementary Education
   _____ Secondary Education
   _____ Graduate only (Foundations, Ed. Adm., Counselor Ed., Adult Ed.)

PART II: PROFESSIONAL KNOWLEDGE

Instructions: Some of the major elements in the professional knowledge component of a teacher education curriculum are outlined below. Whereas all entries represent outcomes that may be seen as important in the professional preparation of teachers, it is likely that certain outcomes represent higher priorities in some undergraduate programs than in others. Given your interpretation of the overall goals of the program, please use the key described below to indicate the level of priority the program should attribute to each element. If you believe the outline for a given category is incomplete, (e.g., knowledge of students) please add other entries in the spaces provided at the end of that section and rank the importance of each.

KEY: 1 = crucial
2 = very important
3 = important
4 = somewhat important
5 = not important
8 = no opinion/not enough information

I. Knowledge of Students (K-12)

How important is it for participants in this program to acquire a substantial working knowledge of: (circle your answer)

1.	Cognitive development (e.g., Piaget's stages)	1 2 3 4 5 8
2.	Language development	1 2 3 4 5 8
3.	Personality development (e.g., Loevinger)	1 2 3 4 5 8
4.	Affective and moral development (e.g., Kohlberg)	1 2 3 4 5 8
5.	Social development (e.g., Erickson)	1 2 3 4 5 8
6.	Perceptual - motor development	1 2 3 4 5 8
7.	Characteristics of exceptional children (e.g., gifted, physically handicapped)	1 2 3 4 5 8
8.	Basic principles of learning (e.g., motivation, reinforcement)	1 2 3 4 5 8
9.	Guidelines for teaching specific types of learning outcomes (e.g., guidelines for teaching concepts)	1 2 3 4 5 8
10.	The effects of teaching practices on students (e.g., expectation theory)	1 2 3 4 5 8
11.	Assessment instruments/procedures (e.g., design and use of measurement instruments/observation techniques)	1 2 3 4 5 8
12.	Collection and interpretation of information regarding student needs and achievements	1 2 3 4 5 8

KEY: 1 = crucial
2 = very important
3 = important
4 = somewhat important
5 = not important
8 = no opinion

> Other important areas of "knowledge of students"

13. 1 2 3 4 5 8

14. 1 2 3 4 5 8

II. Knowledge of the Social Context of Schooling:

How important is it for participants in this program to acquire a substantial working knowledge of: (circle your answer)

1. The history of American education 1 2 3 4 5 8
2. Functions of schools in society 1 2 3 4 5 8
3. Legal/political interpretations of the role of schools 1 2 3 4 5 8
4. Economics of schooling 1 2 3 4 5 8
5. Multi-cultural dimensions of schooling 1 2 3 4 5 8
6. The influence of communities on schools and vice versa 1 2 3 4 5 8
7. Social organization of schools 1 2 3 4 5 8
8. Characteristics of effective schools 1 2 3 4 5 8
9. Characteristics of effective classrooms 1 2 3 4 5 8
10. Effective ways of grouping students for instruction 1 2 3 4 5 8
11. Alternative philosophies of education 1 2 3 4 5 8
12. Contemporary issues confronting schools (e.g., pros and cons of sex education) 1 2 3 4 5 8
13. Ways of examining critically educational issues and their relationship to practice 1 2 3 4 5 8

> Other important areas of knowledge of "the social context of schooling" 1 2 3 4 5 8

14. 1 2 3 4 5 8

15. 1 2 3 4 5 8

KEY: 1 = crucial
2 = very important
3 = important
4 = somewhat important
5 = not important
8 = no opinion

III. Knowledge of the Curriculum

How important is it for participants in this program to acquire a substantial working knowledge of: (circle your answer)

1.	The content to be taught	1 2 3 4 5 8
2.	Inherent structure/basic nature of the discipline(s) to be taught as school subjects	1 2 3 4 5 8
3.	Ways in which knowledge is developed and tested in the discipline(s) to be taught subjects	1 2 3 4 5 8
4.	Ways in which one comes to know a subject matter	1 2 3 4 5 8
5.	Effective ways of deciding what to teach	1 2 3 4 5 8
6.	Existing curricula/curriculum projects (K-12)	1 2 3 4 5 8
7.	Federal, state, and local policies, guidelines, or other sources of curriculum influence	1 2 3 4 5 8
8.	Procedures for analyzing/evaluating curriculum materials	1 2 3 4 5 8
9.	Developmental (grade level) sequences by which topics or content areas are typically addressed in the school curriculum	1 2 3 4 5 8
10.	Ways to select, design or modify curriculum materials to meet the needs of exceptional students	1 2 3 4 5 8
11.	Ways to stay current in a subject area	1 2 3 4 5 8
12.	Ways of examining one's own rationale for major curriculum decisions and their implications for schooling and society	1 2 3 4 5 8

> Other important areas of knowledge of the "curriculum"

13.		1 2 3 4 5 8
14.		1 2 3 4 5 8

KEY: 1 = crucial
2 = very important
3 = important
4 = somewhat important
5 = not important
8 = no opinion

IV. Knowledge of Teachers:

How important is it for participants in this program to acquire a substantial working knowledge of: (circle your answer)

1.	Characteristics of effective teachers	1 2 3 4 5 8
2.	Effective approaches to teacher decision making	1 2 3 4 5 8
3.	History and function of professional organizations	1 2 3 4 5 8
4.	Professional ethics	1 2 3 4 5 8
5.	Patterns of teacher growth and development	1 2 3 4 5 8
6.	Teaching as a career	1 2 3 4 5 8
7.	Strategies for securing and maintaining teaching positions	1 2 3 4 5 8
8.	Ways of examining critically the process of one's own socialization from preservice to career teacher	1 2 3 4 5 8
	> Other important areas of knowledge of "teachers"	
9.		1 2 3 4 5 8
10.		1 2 3 4 5 8

V. Knowledge of Teaching Strategies:

(NOTE: This category refers to knowledge of teaching strategies, NOT their applications. It includes such things as a knowledge of when and how a particular strategy may be most appropriately used, its likely consequences, etc.)

How important is it for participants in this program to acquire a substantial working knowledge of teaching strategies that focus on: (circle your answer)

1.	Maximizing student understanding of subject matter	1 2 3 4 5 8
2.	Establishing effective working relations with students who come from diverse backgrounds (e.g., different social classes, races, or cultures)	1 2 3 4 5 8
3.	Establishing effective working relations with students who have special needs (e.g., serious learning problems, visually impaired)	1 2 3 4 5 8
4.	Establishing effective working relations with other teachers and school administrators	1 2 3 4 5 8

KEY: 1 = crucial
2 = very important
3 = important
4 = somewhat important
5 = not important
8 = no opinion

5.	Implementing classroom management techniques	1 2 3 4 5 8
6.	Providing instruction that addresses individual needs and achievements	1 2 3 4 5 8
7.	Designing lessons, units, and courses of study	1 2 3 4 5 8
8.	Intergrating subject matter areas	1 2 3 4 5 8
9.	Designing and using media instruments and equipment	1 2 3 4 5 8
10.	Establishing a classroom environment in which students actively take responsibility for themselves and for others in the group	1 2 3 4 5 8
11.	Applying effective methods of teaching specific subjects such as reading and mathematics	1 2 3 4 5 8
12.	Motivating reluctant learners	1 2 3 4 5 8
13.	Maintaining active student participation in classroom tasks	1 2 3 4 5 8
14.	Identifying the relative strengths and shortcomings of one's own classroom performance	1 2 3 4 5 8
15.	Ways of examining one's own assumptions and biases about instruction and how these affect one's teaching strategies	1 2 3 4 5 8

> Other important areas of knowledge of "teaching strategies"

16.		1 2 3 4 5 8
17.		1 2 3 4 5 8

PART III: OPINIONS/BELIEFS

Instructions:

A. In this section, you will be asked to describe how the program should address selected opinions/beliefs about students, the social context of schools, the curriculum, and teachers/teaching. As you read each statement, you should think, first, about how program graduates should respond to the opinion/belief as stated...

a) Circle "Agree" if graduates should agree with the stated opinion/belief as a result of their work in the program. — Agree Disagree 1 2 3 4 5

b) Circle "Disagree" if graduates should disagree with the stated opinion/belief as a result of their work in the program. — Agree Disagree 1 2 3 4 5

c) Circle both "Agree" and "Disagree" if graduates should form their own position after dealing with the statement as an open-ended issue in the program. — Agree Disagree 1 2 3 4 5

d) Leave the item blank if your interpretation of program goals does not provide an indication of how graduates should respond. — Agree Disagree 1 2 3 4 5

B. Then, if you have circled agree and/or disagree (response a, b, or c above), please indicate how important it is for graduates to subscribe to this opinion/belief.

1 = crucial 3 = important 5 = not important
2 = very important 4 = somewhat important

Examples:

Instructions: (a) Would you want program graduates to agree or to disagree with each of the following statements? (b) How important is it for graduates to agree/disagree with the stated opinion/belief?

1. Learning any subject is serious business; it doesn't have to be fun. — Agree Disagree 1 2 3 (4) 5

[According to this respondent's interpretation of program goals, it is "somewhat important" for graduates to subscribe to this opinion/belief.]

2. One of the most effective ways for teachers to increase motivation is to stimulate competition among students. — Agree Disagree 1 (2) 3 4 5

[According to this respondent's interpretation of program goals, it is "very important" that graduates disagree with this opinion/belief.]

3. Teachers should be given considerable latitude in deciding what content to teach in their own classrooms. — Agree Disagree (1) 2 3 4 5

[According to this respondent's interpretation of program goals, it is "crucial" for graduates to form their own position regarding this issue.]

4. Parents are rarely critical of teachers and schools. — Agree Disagree 1 2 3 4 5

[According to this respondent's interpretation, program goals do not provide an indication of how graduates should respond to this statement.]

DESIRED: (Agree) Disagree = Program graduates should agree with this statement
RESPONSE: Agree (Disagree) = Program graduates should disagree with this statement
(Agree) (Disagree) = Program graduates should form their own position regarding this issue
Agree Disagree = No indication of how program graduates should respond

IMPORTANCE: 1 = crucial
2 = very important
3 = important
4 = somewhat important
5 = not important

I. Opinions/Beliefs about "Students"

(a) According to the overall goals of the program, should graduates agree/disagree with the opinion/belief or form their own opinion/belief represented by each of the following statements?
(b) How important is it for graduates to agree/disagree with the stated opinion/belief or form their own opinion/belief?

		DESIRED	IMPORTANCE
1.	A students' overall level of intelligence is determined primarily by the environment.	Agree Disagree 1 2 3 4 5	
2.	Only those students whose intelligence is well above average are capable of learning advanced science and mathematics.	Agree Disagree 1 2 3 4 5	
3.	Given the opportunity to choose, high-school aged students will make viable decisions about what they need to learn.	Agree Disagree 1 2 3 4 5	
4.	All school-aged youngsters are capable of learning to accept responsibility for their own actions.	Agree Disagree 1 2 3 4 5	
5.	Special efforts should be made to mainstream as many handicapped children as possible into the regular classroom.	Agree Disagree 1 2 3 4 5	
6.	Risk taking and making mistakes are essential components of social, emotional, and intellectual development.	Agree Disagree 1 2 3 4 5	
7.	Academic success is essential to the development of a healthy self-concept.	Agree Disagree 1 2 3 4 5	
8.	Self-concepts and levels of academic achievement of individual students tend to conform to the expectations of their teachers.	Agree Disagree 1 2 3 4 5	
9.	Teachers should expect all of their students to go beyond "minimum competency" levels that have been identified for their subjects.	Agree Disagree 1 2 3 4 5	
10.	No matter how hard they and their teachers try, some students who are placed in regular classrooms will never master all of the basic skills in reading and mathematics.	Agree Disagree 1 2 3 4 5	
11.	In all likehood, an elementary school student who has outstanding abilities in mathematics also has outstanding abilities in reading and social studies.	Agree Disagree 1 2 3 4 5	
12.	Students who disrupt class activities day after day should be removed from regular classrooms.	Agree Disagree 1 2 3 4 5	

KEY: 1 = crucial
2 = very important
3 = important
4 = somewhat important
5 = not important

II. Opinions/Beliefs about the "Social Context of Schooling"

(a) According to the overall goals of the program, should graduates agree or disagree with the opinion/belief or form their own opinion/belief represented by each of the following statements?
(b) How important is it for graduates to agree/disagree with the stated opinion/belief or form their own opinion/belief?

1.	A variety of face-to-face interactions with individuals from diverse cultures will not necessarily promote understanding and acceptance of those cultures.	Agree Disagree 1 2 3 4 5
2.	Schools should function as agents to change society rather than as reinforcers of the status quo.	Agree Disagree 1 2 3 4 5
3.	Teachers should not relate to students as personal friends.	Agree Disagree 1 2 3 4 5
4.	Teachers should strive to establish an informal, student-centered classroom rather than a businesslike, teacher-centered atmosphere.	Agree Disagree 1 2 3 4 5
5.	To provide equal educational opportunities, schools must allocate more resources (personnel and financial) to some groups of students than to others (e.g., gifted, physically handicapped, culturally disadvantaged).	Agree Disagree 1 2 3 4 5
6.	Educational equity should be defined in terms of equal opportunities to learn rather than equal educational achievements.	Agree Disagree 1 2 3 4 5
7.	Schools can reduce racism among students.	Agree Disagree 1 2 3 4 5
8.	Nearly all parents are supportive of teachers and schools.	Agree Disagree 1 2 3 4 5
9.	Most gifted students can be best served in special schools or centers.	Agree Disagree 1 2 3 4 5
10.	If a school district can finance only one local special needs program, that program should be for academically gifted students rather than for slow learners.	Agree Disagree 1 2 3 4 5
11.	Teachers should offer special encouragement to girls to do well in science and mathematics.	Agree Disagree 1 2 3 4 5
12.	Most students want teachers to assume an authoritative stance in the classroom.	Agree Disagree 1 2 3 4 5

KEY: 1 = crucial
2 = very important
3 = important
4 = somewhat important
5 = not important

III. Opinions/Beliefs about the "Curriculum"

(a) According to the overall goals of the program, should graduates agree or disagree with the opinion/belief to form their own opinion/belief represented by each of the following statements?
(b) How important is it for graduates to agree/disagree with the stated opinion/belief or form their opinion/belief?

1.	Teachers should be given considerable latitude in deciding what content to teach in their own classrooms.	Agree Disagree 1 2 3 4 5
2.	Some academic subjects offered in high school are more important than others.	Agree Disagree 1 2 3 4 5
3.	In general, teachers should view decisions of "what to teach" as more important than decisions of "how to teach."	Agree Disagree 1 2 3 4 5
4.	The ultimate criterion in deciding what to include in the curriculum should be: "Does this content have practical application in daily living?"	Agree Disagree 1 2 3 4 5
5.	With the exception of specialized programs, all schools in a district ought to teach the same topics in a given grade and/or subject area.	Agree Disagree 1 2 3 4 5
6.	It is a teacher's responsibility to identify, and compensate for examples of cultural or sexual stereotyping in textbooks and other instructional materials.	Agree Disagree 1 2 3 4 5
7.	At least 75% of the coursework students complete during high school should be required courses rather than electives.	Agree Disagree 1 2 3 4 5
8.	Instructional programs that seek to address interdisciplinary problems or themes (e.g., energy crisis, social equity) are generally superior to those that treat subject matter as isolated disciplines.	Agree Disagree 1 2 3 4 5
9.	Students should be required to pass tests in reading, writing, and mathematics in order to graduate from high school.	Agree Disagree 1 2 3 4 5
10.	At least 25% of the courses offered in a high school should be specifically designed to make schools more tolerable for low achieving students.	Agree Disagree 1 2 3 4 5
11.	Subject-matter courses should stress the way knowledge is developed and tested in the corresponding academic disciplines (e.g., why statements are or are not accepted as historical facts).	Agree Disagree 1 2 3 4 5
12.	Because each group of students has a unique set of needs, teachers should develop different instructional objectives for each class.	Agree Disagree 1 2 3 4 5
13.	Learning any subject is serious business; it doesn't have to be fun.	Agree Disagree 1 2 3 4 5

KEY: 1 = crucial
2 = very important
3 = important
4 = somewhat important
5 = not important

IV. Opinion/Beliefs about "Teachers"

(a) According to the overall goals of the program, should graduates agree or disagree with the opinion/belief or form their own opinion represented by each of the following statements?
(b) How important is it for graduates to agree/disagree with the stated opinion/belief or form their own opinion?

		Agree				Disagree
1.	The major obstacle to educational reform is teachers' lack of willingness to change.	1	2	3	4	5
2.	Outstanding teachers should receive higher salaries than other teachers who have same level of seniority.	1	2	3	4	5
3.	To be a good teacher, one must be an enthusiastic, life-long learner.	1	2	3	4	5
4.	Teachers are obliged to provide all of their students with the remediation necessary to achieve mastery of essential knowledge and skills.	1	2	3	4	5
5.	In general, the more a teacher knows about a subject, the better able s/he is to teach the subject effectively.	1	2	3	4	5
6.	In general, the more courses a teacher has taken on methods of teaching a subject matter, the better able s/he is to teach the subject effectively.	1	2	3	4	5
7.	The most important measure of a good teacher is that teacher's ability to enhance the academic achievement of students.	1	2	3	4	5
8.	To be a good teacher, one must continually test and refine the assumptions and beliefs that guide his/her approach to teaching.	1	2	3	4	5

V. Opinions/Beliefs about "Teaching"

(a) According to the overall goals of the program, should graduates agree or disagree with the opinion/belief represented by each of the following statements? (b) How important is it for graduates to agree/disagree with the stated opinion/belief?

		Agree				Disagree
1.	Learning that is motivated by intrinsic rewards (e.g., needs and interests) is superior to that which is motivated by extrinsic rewards (e.g., grades, special awards, privileges).	1	2	3	4	5
2.	One of the most effective ways for teachers to increase motivation is to stimulate competition among students.	1	2	3	4	5

KEY: 1 = crucial
2 = very important
3 = important
4 = somewhat important
5 = not important

3.	Teachers should establish and enforce clear cut rules for acceptable student behavior.	Agree Disagree 1 2 3 4 5
4.	Teachers should use the same standards in evaluating the work of <u>all</u> students in the class.	Agree Disagree 1 2 3 4 5
5.	In even the most demanding subject areas, acquisition of academic knowledge is or can be made interesting and appealing to everyone.	Agree Disagree 1 2 3 4 5
6.	Teachers with a preponderance of low income students should rely primarily on teacher directed, whole group instruction.	Agree Disagree 1 2 3 4 5
7.	Teachers in grades 4-6 should assign at least one hour of homework every night.	Agree Disagree 1 2 3 4 5
8.	Planning for instruction should almost always begin with a systematic diagnosis of student needs.	Agree Disagree 1 2 3 4 5
9.	When making educational decisions, teachers should rely on what "feels right" rather than on "what available information suggests is right" whenever these two sources conflict.	Agree Disagree 1 2 3 4 5
10.	The development and delivery of a lesson plan should always be guided by a clear statement of what students are expected to learn.	Agree Disagree 1 2 3 4 5
11.	It is fair to regular students for teachers to devote more time and attention to mainstreamed or other exceptional students.	Agree Disagree 1 2 3 4 5
12.	When a teaching strategy works in one class, it is very likely to work in a different class with the same age group, subject, and teacher.	Agree Disagree 1 2 3 4 5

VI. It is likely that there are other high-priority opinions/beliefs in the program you are describing. Please list these opinions/beliefs and indicate how graduates should respond to each:

1. Agree Disagree

2. Agree Disagree

3. Agree Disagree

4. Agree Disagree

5. Agree Disagree

Thank you . . . We sincerely appreciate your cooperation in completing this survey.

Adopted from D. Freeman and the Undergraduate Program Evaluation Committee, College of Education, Michigan State University.

Virginia Commonwealth University

RPS-VCU GENERIC TEACHER EDUCATION OBJECTIVES SURVEY

M E M O R A N D U M

TO: Richmond City Public School Participants and VCU Faculty in CoTEEP Project

FROM: CoTEEP Evaluation Committee

You are asked in this survey to identify a representative sample of the areas of knowledge and of beliefs that you would expect student teachers to possess after completion of field experiences, practicum, and student teaching in a CoTEEP school. We are trying to identify only those objectives which are common or generic across grade levels, school subjects, and individual schools.

At this point, the CoTEEP Evaluation Committee does not expect the VCU faculty nor the Richmond City Public School participants to be unanimous in their viewpoints or expectations. Rather, the Committee anticipates that the results will stimulate discussions directed toward common (generic) descriptions of project outcomes. Since we hope ultimately to provide clear descriptions of the project objectives, it is important that you respond to the open-ended sections by adding crucial project objectives that are not in the instrument. The responses of individuals will not be identified in written reports.

/lrd

School of Education • Oliver Hall-South • 1015 West Main Street • Richmond, Virginia 23284-0001

PART II: PROFESSIONAL KNOWLEDGE

Instructions: Some of the major elements in the professional knowledge component of a teacher education curriculum are outlined below. Whereas all entries represent outcomes that may be seen as important in the professional preparation of teachers, it is likely that certain outcomes represent higher priorities in some undergraduate programs than in others. Given your interpretation of the overall goals of the program, please use the key described below to indicate the level of priority the program should attribute to each element. If you believe the outline for a given category is incomplete, (e.g., knowledge of students) please add other entries in the spaces provided at the end of that section and rank the importance of each.

KEY: 1 = crucial
2 = very important
3 = important
4 = somewhat important
5 = not important
8 = no opinion/not enough information

I. Knowledge of Students (K-12)

How important is it for participants in this program to acquire a substantial working knowledge of: (circle your answer)

1.	Cognitive development (e.g., Piaget's stages)	1 2 3 4 5 8
2.	Language development	1 2 3 4 5 8
3.	Personality development (e.g., Loevinger)	1 2 3 4 5 8
4.	Affective and moral development (e.g., Kohlberg)	1 2 3 4 5 8
5.	Social development (e.g., Erickson)	1 2 3 4 5 8
6.	Perceptual - motor development	1 2 3 4 5 8
7.	Characteristics of exceptional children (e.g., gifted, physically handicapped)	1 2 3 4 5 8
8.	Basic principles of learning (e.g., motivation, reinforcement)	1 2 3 4 5 8
9.	Guidelines for teaching specific types of learning outcomes (e.g., guidelines for teaching concepts)	1 2 3 4 5 8
10.	The effects of teaching practices on students (e.g., expectation theory)	1 2 3 4 5 8
11.	Assessment instruments/procedures (e.g., design and use of measurement instruments/observation techniques)	1 2 3 4 5 8
12.	Collection and interpretation of information regarding student needs and achievements	1 2 3 4 5 8

KEY: 1 = crucial
2 = very important
3 = important
4 = somewhat important
5 = not important
8 = no opinion

> Other important areas of "knowledge of students"

13. 1 2 3 4 5 8

14. 1 2 3 4 5 8

II. Knowledge of the Social Context of Schooling:

How important is it for participants in this program to acquire a substantial working knowledge of: (circle your answer)

1. The history of American education 1 2 3 4 5 8
2. Functions of schools in society 1 2 3 4 5 8
3. Legal/political interpretations of the role of schools 1 2 3 4 5 8
4. Economics of schooling 1 2 3 4 5 8
5. Multi-cultural dimensions of schooling 1 2 3 4 5 8
6. The influence of communities on schools and vice versa 1 2 3 4 5 8
7. Social organization of schools 1 2 3 4 5 8
8. Characteristics of effective schools 1 2 3 4 5 8
9. Characteristics of effective classrooms 1 2 3 4 5 8
10. Effective ways of grouping students for instruction 1 2 3 4 5 8
11. Alternative philosophies of education 1 2 3 4 5 8
12. Contemporary issues confronting schools (e.g., pros and cons of sex education) 1 2 3 4 5 8
13. Ways of examining critically educational issues and their relationship to practice 1 2 3 4 5 8

> Other important areas of knowledge of "the social context of schooling" 1 2 3 4 5 8

14. 1 2 3 4 5 8

15. 1 2 3 4 5 8

KEY: 1 = crucial
2 = very important
3 = important
4 = somewhat important
5 = not important
8 = no opinion

III. Knowledge of the Curriculum

How important is it for participants in this program to acquire a substantial working knowledge of: (circle your answer)

1.	The content to be taught	1 2 3 4 5 8
2.	Inherent structure/basic nature of the discipline(s) to be taught as school subjects	1 2 3 4 5 8
3.	Ways in which knowledge is developed and tested in the discipline(s) to be taught subjects	1 2 3 4 5 8
4.	Ways in which one comes to know a subject matter	1 2 3 4 5 8
5.	Effective ways of deciding what to teach	1 2 3 4 5 8
6.	Existing curricula/curriculum projects (K-12)	1 2 3 4 5 8
7.	Federal, state, and local policies, guidelines, or other sources of curriculum influence	1 2 3 4 5 8
8.	Procedures for analyzing/evaluating curriculum materials	1 2 3 4 5 8
9.	Developmental (grade level) sequences by which topics or content areas are typically addressed in the school curriculum	1 2 3 4 5 8
10.	Ways to select, design or modify curriculum materials to meet the needs of exceptional students	1 2 3 4 5 8
11.	Ways to stay current in a subject area	1 2 3 4 5 8
12.	Ways of examining one's own rationale for major curriculum decisions and their implications for schooling and society	1 2 3 4 5 8

> Other important areas of knowledge of the "curriculum"

13.		1 2 3 4 5 8
14.		1 2 3 4 5 8

KEY: 1 = crucial
2 = very important
3 = important
4 = somewhat important
5 = not important
8 = no opinion

IV. Knowledge of Teachers:

How important is it for participants in this program to acquire a substantial working knowledge of: (circle your answer)

1.	Characteristics of effective teachers	1 2 3 4 5 8
2.	Effective approaches to teacher decision making	1 2 3 4 5 8
3.	History and function of professional organizations	1 2 3 4 5 8
4.	Professional ethics	1 2 3 4 5 8
5.	Patterns of teacher growth and development	1 2 3 4 5 8
6.	Teaching as a career	1 2 3 4 5 8
7.	Strategies for securing and maintaining teaching positions	1 2 3 4 5 8
8.	Ways of examining critically the process of one's own socialization from preservice to career teacher	1 2 3 4 5 8

> Other important areas of knowledge of "teachers"

9.		1 2 3 4 5 8
10.		1 2 3 4 5 8

V. Knowledge of Teaching Strategies:

(NOTE: This category refers to knowledge of teaching strategies, NOT their applications. It includes such things as a knowledge of when and how a particular strategy may be most appropriately used, its likely consequences, etc.)

How important is it for participants in this program to acquire a substantial working knowledge of teaching strategies that focus on: (circle your answer)

1.	Maximizing student understanding of subject matter	1 2 3 4 5 8
2.	Establishing effective working relations with students who come from diverse backgrounds (e.g., different social classes, races, or cultures)	1 2 3 4 5 8
3.	Establishing effective working relations with students who have special needs (e.g., serious learning problems, visually impaired)	1 2 3 4 5 8
4.	Establishing effective working relations with other teachers and school administrators	1 2 3 4 5 8

KEY: 1 = crucial
2 = very important
3 = important
4 = somewhat important
5 = not important
8 = no opinion

5.	Implementing classroom management techniques	1 2 3 4 5 8
6.	Providing instruction that addresses individual needs and achievements	1 2 3 4 5 8
7.	Designing lessons, units, and courses of study	1 2 3 4 5 8
8.	Integrating subject matter areas	1 2 3 4 5 8
9.	Designing and using media instruments and equipment	1 2 3 4 5 8
10.	Establishing a classroom environment in which students actively take responsibility for themselves and for others in the group	1 2 3 4 5 8
11.	Applying effective methods of teaching specific subjects such as reading and mathematics	1 2 3 4 5 8
12.	Motivating reluctant learners	1 2 3 4 5 8
13.	Maintaining active student participation in classroom tasks	1 2 3 4 5 8
14.	Identifying the relative strengths and shortcomings of one's own classroom performance	1 2 3 4 5 8
15.	Ways of examining one's own assumptions and biases about instruction and how these affect one's teaching strategies	1 2 3 4 5 8

> Other important areas of knowledge of "teaching strategies"

16.		1 2 3 4 5 8
17.		1 2 3 4 5 8

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PART III: OPINIONS/BELIEFS

Instructions:

A. In this section, you will be asked to describe how the program should address selected opinions/beliefs about students, the social context of schools, the curriculum, and teachers/teaching. As you read each statement, you should think, first, about how program graduates should respond to the opinion/belief as stated...

a) Circle "Agree" if graduates should agree with the stated opinion/belief as a result of their work in the program. — Agree Disagree 1 2 3 4 5

b) Circle "Disagree" if graduates should disagree with the stated opinion/belief as a result of their work in the program. — Agree Disagree 1 2 3 4 5

c) Circle both "Agree" and "Disagree" if graduates should form their own position after dealing with the statement as an open-ended issue in the program. — Agree Disagree 1 2 3 4 5

d) Leave the item blank if your interpretation of program goals does not provide an indication of how graduates should respond. — Agree Disagree 1 2 3 4 5

B. Then, if you have circled agree and/or disagree (response a, b, or c above), please indicate how important it is for graduates to subscribe to this opinion/belief.

1 = crucial 3 = important 5 = not important
2 = very important 4 = somewhat important

Examples:

Instructions: (a) Would you want program graduates to agree or to disagree with each of the following statements? (b) How important is it for graduates to agree/disagree with the stated opinion/belief?

1. Learning any subject is serious business; it doesn't have to be fun. — (Agree) Disagree 1 2 3 (4) 5

[According to this respondent's interpretation of program goals, it is "somewhat important" for graduates to subscribe to this opinion/belief.]

2. One of the most effective ways for teachers to increase motivation is to stimulate competition among students. — Agree (Disagree) 1 (2) 3 4 5

[According to this respondent's interpretation of program goals, it is "very important" that graduates disagree with this opinion/belief.]

3. Teachers should be given considerable latitude in deciding what content to teach in their own classrooms. — (Agree) (Disagree) (1) 2 3 4 5

[According to this respondent's interpretation of program goals, it is "crucial" for graduates to form their own position regarding this issue.]

4. Parents are rarely critical of teachers and schools. — Agree Disagree 1 2 3 4 5

[According to this respondent's interpretation, program goals do not provide an indication of how graduates should respond to this statement.]

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DESIRED: (Agree) Disagree = Program graduates should agree with this statement
RESPONSE: Agree (Disagree) = Program graduates should disagree with this statement
(Agree) (Disagree) = Program graduates should form their own position regarding this issue
Agree Disagree = No indication of how program graduates should respond

IMPORTANCE: 1 = crucial
2 = very important
3 = important
4 = somewhat important
5 = not important

I. Opinions/Beliefs about "Students"

(a) According to the overall goals of the program, should graduates agree/disagree with the opinion/belief or form their own opinion/belief represented by each of the following statements?
(b) How important is it for graduates to agree/disagree with the stated opinion/belief or form their own opinion/belief?

1.	A students' overall level of intelligence is determined primarily by the environment.	Agree Disagree 1 2 3 4 5
2.	Only those students whose intelligence is well above average are capable of learning advanced science and mathematics.	Agree Disagree 1 2 3 4 5
3.	Given the opportunity to choose, high-school aged students will make viable decisions about what they need to learn.	Agree Disagree 1 2 3 4 5
4.	All school-aged youngsters are capable of learning to accept responsibility for their own actions.	Agree Disagree 1 2 3 4 5
5.	Special efforts should be made to mainstream as many handicapped children as possible into the regular classroom.	Agree Disagree 1 2 3 4 5
6.	Risk taking and making mistakes are essential components of social, emotional, and intellectual development.	Agree Disagree 1 2 3 4 5
7.	Academic success is essential to the development of a healthy self-concept.	Agree Disagree 1 2 3 4 5
8.	Self-concepts and levels of academic achievement of individual students tend to conform to the expectations of their teachers.	Agree Disagree 1 2 3 4 5
9.	Teachers should expect all of their students to go beyond "minimum competency" levels that have been identified for their subjects.	Agree Disagree 1 2 3 4 5
10.	No matter how hard they and their teachers try, some students who are placed in regular classrooms will never master all of the basic skills in reading and mathematics.	Agree Disagree 1 2 3 4 5
11.	In all likehood, an elementary school student who has outstanding abilities in mathematics also has outstanding abilities in reading and social studies.	Agree Disagree 1 2 3 4 5
12.	Students who disrupt class activities day after day should be removed from regular classrooms.	Agree Disagree 1 2 3 4 5

KEY: 1 = crucial
2 = very important
3 = important
4 = somewhat important
5 = not important

II. Opinions/Beliefs about the "Social Content of Schooling"

(a) According to the overall goals of the program, should graduates agree or disagree with the opinion/belief or form their own opinion/belief represented by each of the following statements?
(b) How important is it for graduates to agree/disagree with the stated opinion/belief or form their own opinion/belief?

		Agree Disagree
1.	A variety of face-to-face interactions with individuals from diverse cultures will not necessarily promote understanding and acceptance of those cultures.	1 2 3 4 5
2.	Schools should function as agents to change society rather than as reinforcers of the status quo.	1 2 3 4 5
3.	Teachers should not relate to students as personal friends.	1 2 3 4 5
4.	Teachers should strive to establish an informal, student-centered classroom rather than a businesslike, teacher-centered atmosphere.	1 2 3 4 5
5.	To provide equal educational opportunities, schools must allocate more resources (personnel and financial) to some groups of students than to others (e.g., gifted, physically handicapped, culturally disadvantaged).	1 2 3 4 5
6.	Educational equity should be defined in terms of equal opportunities to learn rather than equal educational achievements.	1 2 3 4 5
7.	Schools can reduce racism among students.	1 2 3 4 5
8.	Nearly all parents are supportive of teachers and schools.	1 2 3 4 5
9.	Most gifted students can be best served in special schools or centers.	1 2 3 4 5
10.	If a school district can finance only one local special needs program, that program should be for academically gifted students rather than for slow learners.	1 2 3 4 5
11.	Teachers should offer special encouragement to girls to do well in science and mathematics.	1 2 3 4 5
12.	Most students want teachers to assume an authoritative stance in the classroom.	1 2 3 4 5

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KEY: 1 = crucial
2 = very important
3 = important
4 = somewhat important
5 = not important

III. Opinions/Beliefs about the "Curriculum"

(a) According to the overall goals of the program, should graduates agree or disagree with the opinion/belief to form their own opinion/belief represented by each of the following statements?
(b) How important is it for graduates to agree/disagree with the stated opinion/belief or form their opinion/belief?

1.	Teachers should be given considerable latitude in deciding what content to teach in their own classrooms.	Agree Disagree 1 2 3 4 5
2.	Some academic subjects offered in high school are more important than others.	Agree Disagree 1 2 3 4 5
3.	In general, teachers should view decisions of "what to teach" as more important than decisions of "how to teach."	Agree Disagree 1 2 3 4 5
4.	The ultimate criterion in deciding what to include in the curriculum should be: "Does this content have practical application in daily living?"	Agree Disagree 1 2 3 4 5
5.	With the exception of specialized programs, all schools in a district ought to teach the same topics in a given grade and/or subject area.	Agree Disagree 1 2 3 4 5
6.	It is a teacher's responsibility to identify, and compensate for examples of cultural or sexual stereotyping in textbooks and other instructional materials.	Agree Disagree 1 2 3 4 5
7.	At least 75% of the coursework students complete during high school should be required courses rather than electives.	Agree Disagree 1 2 3 4 5
8.	Instructional programs that seek to address interdisciplinary problems or themes (e.g., energy crisis, social equity) are generally superior to those that treat subject matter as isolated disciplines.	Agree Disagree 1 2 3 4 5
9.	Students should be required to pass tests in reading, writing, and mathematics in order to graduate from high school.	Agree Disagree 1 2 3 4 5
10.	At least 25% of the courses offered in a high school should be specifically designed to make schools more tolerable for low achieving students.	Agree Disagree 1 2 3 4 5
11.	Subject-matter courses should stress the way knowledge is developed and tested in the corresponding academic disciplines (e.g., why statements are or are not accepted as historical facts).	Agree Disagree 1 2 3 4 5
12.	Because each group of students has a unique set of needs, teachers should develop different instructional objectives for each class.	Agree Disagree 1 2 3 4 5
13.	Learning any subject is serious business; it doesn't have to be fun.	Agree Disagree 1 2 3 4 5

KEY: 1 = crucial
2 = very important
3 = important
4 = somewhat important
5 = not important

IV. Opinion/Beliefs about "Teachers"

(a) According to the overall goals of the program, should graduates agree or disagree with the opinion/belief or form their own opinion represented by each of the following statements? (b) How important is it for graduates to agree/disagree with the stated opinion/belief or form their own opinion?

1.	The major obstacle to educational reform is teachers' lack of willingness to change.	Agree Disagree 1 2 3 4 5
2.	Outstanding teachers should receive higher salaries than other teachers who have same level of seniority.	Agree Disagree 1 2 3 4 5
3.	To be a good teacher, one must be an enthusiastic, life-long learner.	Agree Disagree 1 2 3 4 5
4.	Teachers are obliged to provide all of their students with the remediation necessary to achieve mastery of essential knowledge and skills.	Agree Disagree 1 2 3 4 5
5.	In general, the more a teacher knows about a subject, the better able s/he is to teach the subject effectively.	Agree Disagree 1 2 3 4 5
6.	In general, the more courses a teacher has taken on methods of teaching a subject matter, the better able s/he is to teach the subject effectively.	Agree Disagree 1 2 3 4 5
7.	The most important measure of a good teacher is that teacher's ability to enhance the academic achievement of students.	Agree Disagree 1 2 3 4 5
8.	To be a good teacher, one must continually test and refine the assumptions and beliefs that guide his/her approach to teaching.	Agree Disagree 1 2 3 4 5

V. Opinions/Beliefs about "Teaching"

(a) According to the overall goals of the program, should graduates agree or disagree with the opinion/belief represented by each of the following statements? (b) How important is it for graduates to agree/disagree with the stated opinion/belief?

1.	Learning that is motivated by intrinsic rewards (e.g., needs and interests) is superior to that which is motivated by extrinsic rewards (e.g., grades, special awards, privileges).	Agree Disagree 1 2 3 4 5
2.	One of the most effective ways for teachers to increase motivation is to stimulate competition among students.	Agree Disagree 1 2 3 4 5

KEY: 1 = crucial
2 = very important
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4 = somewhat important
5 = not important

3.	Teachers should establish and enforce clear cut rules for acceptable student behavior.	Agree 1 2 3 4 5 Disagree
4.	Teachers should use the same standards in evaluating the work of <u>all</u> students in the class.	Agree 1 2 3 4 5 Disagree
5.	In even the most demanding subject areas, acquisition of academic knowledge is or can be made interesting and appealing to everyone.	Agree 1 2 3 4 5 Disagree
6.	Teachers with a preponderance of low income students should rely primarily on teacher directed, whole group instruction.	Agree 1 2 3 4 5 Disagree
7.	Teachers in grades 4-6 should assign at least one hour of homework every night.	Agree 1 2 3 4 5 Disagree
8.	Planning for instruction should almost always begin with a systematic diagnosis of student needs.	Agree 1 2 3 4 5 Disagree
9.	When making educational decisions, teachers should rely on what "feels right" rather than on "what available information suggests is right" whenever these two sources conflict.	Agree 1 2 3 4 5 Disagree
10.	The development and delivery of a lesson plan should always be guided by a clear statement of what students are expected to learn.	Agree 1 2 3 4 5 Disagree
11.	It is fair to regular students for teachers to devote more time and attention to mainstreamed or other exceptional students.	Agree 1 2 3 4 5 Disagree
12.	When a teaching strategy works in one class, it is very likely to work in a different class with the same age group, subject, and teacher.	Agree 1 2 3 4 5 Disagree

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VI. It is likely that there are other high-priority opinions/beliefs in the program you are describing. Please list these opinions/beliefs and indicate how graduates should respond to each:

1. Agree Disagree

2. Agree Disagree

3. Agree Disagree

4. Agree Disagree

5. Agree Disagree

Thank you . . . We sincerely appreciate your cooperation in completing this survey.

Adopted from D. Freeman and the Undergraduate Program Evaluation Committee, College of Education, Michigan State University.

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